DOCUMENT RESUME

ED 169 722 EC 114 582

AUTHOR	Fagen, Stanley A.
TITLE	Organizational Manual for a Public School-Based Teacher Internship Model in Supplementary Education.
INSTITUTION	Montgomery County Public Schools, Rockville, Md.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
PUB DATE	77
GRANT	G007501028
NOTE	372p.; Some light type may not reproduce clearly
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Adolescents; Community Resources; Conference Reports; Curriculum; *Handicapped Children; Inservice Teacher Education; *Instruction; *Models; Program Evaluation; Secondary Education; *Teacher Interns

ABSTRACT

The manual discusses a school-based internship model for the preparation of teachers of handicapped adolescents. The first section of the organizational manual describes the need for and attributes of the school based model (the Mark Twain Teacher Internship Program). The basic missions of the program are described as preparing additional personnel and providing a public school-based model for graduate teacher training in supplementary education for students with learning and emotional difficulties. Section two offers information to demonstrate one program's implementation of the model, and is divided into the following parts: goals and foundations, organization and management, curriculum, instruction (inservice courses), instruction (practicum), instruction (elective projects), instruction (orientation to community resources), recruitment and selection, program evaluation, and program funding. The third section contains the proceedings, results, and conclusions of a regional conference to consider application of the model to other settings. It is explained that conference participants perceived the public school-based model generally applicable to rural, suburban, and urban settings. (Author/PHR)

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MONTGOMERY COUNTY PUBLIC SCHOOLS

Rockville, Maryland

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ORGANIZATIONAL MANUAL
FOR A
PUBLIC SCHOOL-BASED TEACHER INTERNSHIP MODEL
IN SUPPLEMENTARY EDUCATION

Stanley A. Fagen
Supervisor of Professional Development

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The development and production of this manual has been supported by Grant # OEG 007501028 from the U.S. Office of Education, Bureau of Education for the Handicapped, Division of Personnel Preparation, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Hope is a thing with feathers,
That perches in the soul,
And sings the tune without the words,
And never stops at all.

Emily Dickinson

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

June 30, 1977

Dear Colleague,

We are happy to share this organizational manual with you. It represents six years of gradual program development. More than that, it is a message of faith in public schools - in their citizen-leaders, in their administrators and in their teachers.

It is our conviction that there are rich human resources for growth and self-renewal within school systems. With respectful assistance from institutions of higher education, as well as federal and state agencies, we believe these resources can be cultivated. The teacher training program on which this manual is based reflects the genuine caring of a great many educators. We want this manual to be used. We think it can help to build a bridge from the hopes of teachers to the needs of all children.

Stanley A. Fagen

Stanley A. Fagen
Supervisor of Professional Development
Mark Twain Programs

Foreword

Both the Montgomery County Public Schools and the U. S. Office of Education supported the Mark Twain teacher internship program for the preparation of personnel in the education of adolescents with special needs. The project represents a strong and effective effort in field based training and has served a great stimulus value for reform of personnel preparation of educators throughout the country. The project which was carried out clearly demonstrated that a public school district can conduct teacher training in a highly professional manner. It presents a viable alternative to the current practice of graduate level training being conducted solely at a college or university.

A recent analysis of education personnel preparation programs throughout the country found very few programs specifically preparing educational personnel to work with troubled adolescents. The effort initiated by the Mark Twain program not only to serve adolescents with special needs but also to develop a personnel preparation program to expand professional skills in this area is a significant undertaking.

The passage of P.L. 94-142, the Education of All Handicapped Children Act of 1975, will serve as a hallmark for all of us. In truth, no one knows where the implementation of this statute will take us. In many ways its implementation can be viewed as a journey through a landscape cluttered with impediments - the impediments of permission, ignorance, fear, incompetence, organizational inertia, and disinterest, without mentioning the legal and fiscal hurdles. But its implementation promises to be exciting for teachers, children, parents, and administrators. The challenge to us will be to convert the dream of full services for the handicapped into a reality of competent, humane, effective and readily available programs. Full services for the handicapped is as much an attitude as it is a collection of skills, competencies, technologies, and service delivery models. The Mark Twain program has incorporated all of these.

As all of us begin to implement individualized education programs for handicapped children and youth our concerns will shift from the institution and group to the individual. The individualization of education programs will help the children, as well as the parents and teachers, to understand themselves and the educational alternatives which are available to them.

The concept of an individualized education program applies in the training program at Mark Twain. This organizational manual is an attempt to share with others the unique and innovative aspects of the program. The manual is organized so as to present the logical sequence of development of a field-based personnel preparation program. It is hoped that many who read of this effort will find useful many aspects which may be incorporated into their training programs and will serve as a stimulus for the development of additional training programs in school districts.

Dr. Herman Saettler
Branch Chief
Division of Personnel Preparation
Bureau of Education for the Handicapped

Preface

The rapid expansion of school programs and services for children with special needs mandated by recent public policy has necessitated school-based approaches for the preparation of supplementary education personnel. This manual is designed for university, state, and local education leaders interested in organizing intensive school-based training programs to prepare or redeploy regular educators for service in special education. A comprehensive model for establishing a teacher internship program within a public school system is described, and each attribute of the model is specifically demonstrated in relation to the Montgomery County Public School (MCPS), Mark Twain Teacher Internship Program (MTTIP). This program has featured conservation of talent within a local education agency, redeployment of successful regular teachers into special education, staff development close to programs and services for exceptional children, in-service training resources and strategies, and performance-based evaluation.

This demonstration of a public school-based internship model has been actively and consistently supported by the Bureau of Education for the Handicapped, the Maryland State Department of Education, and Montgomery County Public Schools, since its inception in 1971. The program was first funded as a special project by the Division of Personnel Preparation during the period from July, 1972, to August, 1974. In April, 1973, the Mark Twain Teacher Internship Program was chosen as an exemplary manpower program, as part of a dissemination project jointly sponsored by the National Institute of Education and Bureau of Education for the Handicapped. Later on that year, the Council for Exceptional Children published an IMPRINT paper on "exemplary programs for the handicapped," including the Mark Twain Teacher Internship as one of three programs featured.

The present organizational manual is a major product of a two year BEH grant for "dissemination-training for a public school-based teacher internship model." In addition to this product, competency-based manuals for in-service trainers are being published in the areas of assessment-programming, behavior management, curriculum development and implementation, and individual and group counseling.

The organizational manual is arranged in three sections. Section One describes the need for and attributes of the school-based teacher internship model. Section Two offers information to demonstrate one program's implementation of the school-based training model, namely, the Mark Twain Teacher Internship Program. Material has been carefully selected to present specific descriptions and samples for each major component of the training program. Section Three contains the proceedings, results, and conclusions of a regional conference to consider application of the public school-based model to other settings. The reader should note that, while the manual is based upon six years of experience in developing the Mark Twain Teacher Internship Program, the public school-based internship model may be generalized to many other local education agencies, and tailored to fit immediate needs and resources.

Acknowledgements

This manual represents the commitment and efforts of a great many people. Herman Saettler of the Division of Personnel Preparation, Bureau of Education for the Handicapped, has had a tremendously positive influence on the development, installation, and dissemination of this school-based training model. Excellent cooperation and assistance has been received from staff of the Maryland State Department of Education, in particular, Stanley Mopsik, William Coviello, Lucy Hession, and Eleanor Rice. Steadfast support has been provided by leadership personnel of Montgomery County Public Schools, including Helen Kohut, Donald Miedema, Edward Andrews, Edward Mulhern, William Monie, Marilyn Nelson,

Arthur Barge, William Barrett, and Alice Moskowitz. Program development has been constantly nurtured by the hopes and judgment of William Porter and Geraldine Meltz, each of whom has effectively served as Director of Mark Twain Programs.

The following individuals deserve recognition for their outstanding contributions as members of the Mark Twain Teacher Internship Management Group: Leonard Guedalia, Associate Program Director; Judith Tarr and Elizabeth Glowa, Coordinators for Assessment-Programming; Jeffery Hill, Coordinator for Behavior Management and Teacher Specialist for Dissemination-Training; Harry Klugel and Phyllis McDonald, Coordinators for Curriculum Development; Tom Beuglas and Harvey Goldstein, Coordinators for Counseling and Human Relations; Maxine Counihan, Coordinator for School Analysis and Consultation; Patricia Wright and Patricia Lesnick, Practicum Coordinators; Diana Thompson, Coordinator for Independent Studies; Pamela Beveridge, Teacher Specialist for Dissemination; and Stephen Checkon and Lois Proctor, Supervisor and Specialist for Evaluation. Beth Haney, Karen Gingrich, Jane Aldridge, Martha Tompkins, and Emily Mintz have worked diligently to make this manual both appealing and accurate. Special appreciation is due Lisa Ritzenberg for her remarkable care and patience in preparing vast amounts of materials required by the Mark Twain Teacher Internship Program. Of course, the final acknowledgement must go to the educational staff of the Mark Twain School and School-Based Programs who so freely shared their skills, feelings, and classrooms to help other teachers grow.

Rockville, Maryland
June 30, 1977

S.A.F.
Program Director

ORGANIZATIONAL MANUAL FOR A PUBLIC SCHOOL-BASED TEACHER INTERNSHIP MODEL IN SUPPLEMENTARY EDUCATION

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SECTION I

SCHOOL-BASED TEACHER INTERNSHIP MODEL

Part 1

The Need for Public School-Based Supplementary Education Training Programs

The Joint Commission on the Mental Health of Children and Youth reported that 10 to 12 percent of the 95 million Americans under 25 are socially and emotionally handicapped to the point of needing help (1970). More recently, United States Office of Education data indicate that there are about 1.5 million severely handicapped school-age children in need of specialized educational services. Of these, approximately 900,000 are estimated to have serious emotional disturbances (Thompson, 1976). The majority of these children can be served in educational or non-medical settings (Morse, 1971). However, it appears that fewer than one of four students requiring special help for learning or emotional problems receive services (Moss, 1970).

Public school systems are presently under tremendous pressure to accept increasing levels of responsibility and accountability for meeting the educational needs of all children. As Weintraub and Abeson (1974) note: "A quiet revolution has been fought within American education during the past few years ... to (assure) the right to an education for all children, and particularly those usually known as 'the handicapped' ..." (p. 526). A major consequence of nationwide judicial and legislative decisions mandating school district responsibility to provide special education services has been the recognition of need for more adequately trained teachers. Harvey (1976) reports that one of the most critical objectives of the Bureau of Education for the Handicapped is "to assure that all handicapped children served in the schools have a trained teacher or other resource person competent in the skills required to aid children in reaching their full potential." With the passage of Public Law 94-142, a target date of 1978 has been established for providing a free appropriate education to all handicapped children. To meet this goal, it is estimated that 250,000 additional personnel will be required. In addition, further training will be needed by about 40% of the existing 250,000 special education personnel.

Data submitted to the BEH Division of Personnel Preparation shows that 30,000 individuals received training in special education programs during 1974-75. Many of them were in areas with an excess of categorically trained teachers (Harvey, 1976). Despite the fact that trends in student enrollment and teacher supply suggest marked reduction in new positions for teachers in general, there continues to be a critical need for teachers of students with learning and emotional disorders.

Undoubtedly, public schools must increase the number of educators who can effectively work with youngsters having difficulty coping in the school setting. A combined effort on the part of institutions of higher education and state and local agencies is required. To now, most personnel preparation for special education has taken place in university settings. There is a growing recognition, however, that other means of preparing personnel are needed (National Education Association, 1974; Reynolds, 1974; National School Public Relations Association, 1975). For example, a major recommendation of the White House Conference on Youth Committee on Education was that "...Training of all school staff must be centered on sudent learning. Therefore, teacher training must be removed from the teacher training institution to the actual school location" (1971).

It is abundantly clear that public education must sponsor and support the development of models for preparing general education personnel to become classroom or resource room teachers for youth with special needs. Evidence for the high priority need for such a model can be seen in the powerful combination of forces impinging on (external) and emerging within (internal) school systems:

1. Historic and widespread legislative and judicial actions guaranteeing all children the right to a free appropriate public education (Weintraub, Abeson, Ballard, and LaVor, 1976).

2. Numerous court rulings and public law requiring schools to follow policies of "least restrictive placements" (cf. Lebanks v. Spears, P.L. 94-142).

3. A major change in special education philosophy toward reintegration or "mainstreaming" of mildly to moderately handicapped children (Warfield, 1974; Aliello, 1975).

4. An increased demand that public schools assume responsibility for developing or supporting in-service programs which help regular teachers to provide supplementary education (Davis, 1973; Connor, 1976; National Advisory Council on Education Professions Development, 1976).

5. The expanding pool of long-term, career committed educators, reduced student enrollments and teacher turnover, and diminishing job market for new regular teachers creates a priority for in-service training and staff development (Greene, 1973; Regier, 1972).

6. Indications that experienced regular teachers are a premium source of personnel to become classroom or resource room teachers of youth with special needs, based on the following factors: (a) strong personal motivation to increase competency in relation to known limitations in teaching students (Mulhern & McKay, 1972), (b) interest in renewal, leadership, and/or resource role opportunities (Hart, 1974; Galloway & Mulhern, 1973), (c) career opportunities for attaining administrative and supervisory positions are declining, while prospects for involvement in new efforts to reach unsuccessful students are growing (Reynolds, 1973).

7. An increased demand by educators that training programs, especially at the in-service level, be closely related to classroom realities and integrated within service functions, i.e., a demand for greater relevance, personalization, and impact of preparation programs (Rubin, 1971; Brimm & Tollett, 1974; Paul, Turnbull, & Cruickshank, 1977).

8. A strong movement within educational ranks to reduce polarization or separation between regular and special education; to increase the experience and comfort of regular teachers in working with problem students; to promote peer teaching, helping, and modeling among staff responsible for mainstreaming; and, to promote teacher mobility within the school system along levels of a continuum of services for problem students (Reynolds & Davis, 1971; MacIntyre, 1972; Deno, 1973; Wood, 1973; Gallagher, 1974).

9. An ever-increasing demand for specialized services emanating from advanced sophistication in identifying learning weaknesses of unsuccessful students (Farrald & Schamber, 1973; Hagin, 1973; Mann & Suiter, 1974).

The convergence of all these factors strongly suggests the need for public school-based training programs which prepare successful regular teachers for the education of students with special needs.

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Part 2

Attributes of a Public School-Based Teacher Internship Model

A useful model must have definite features which can be identified and described. To talk of a public school-based internship model, without defining the properties of such a model is to leave the concept totally open to any interpretation. In order to facilitate clear and meaningful communication, the program administration for the Mark Twain Teacher Internship has developed specific parameters and requirements for a public school-based teacher internship model. Major parameters for such a model include:

(a) the training program components, and,
(b) the school-based elements for each training program component.

Components of a training program may vary independently of whether the program is or is not school-based. However, in claiming that a training model is school-based, it is necessary to specify what is required of the school system for each facet of the training program. School system requirements may be understood in terms of three factors:

1. Approval - school system authority to approve or disapprove a proposed training component prior to implementation.
2. Location - school system responsibility to provide a physical facility for the proposed training component.
3. Staff - school system obligation to provide personnel to carry out the proposed training component.

The present attempt to identify attributes of a school-based internship model will give equal attention to components of the training program and the school-based requirements for each component. The following checklist of attributes for a public school-based teacher internship model summarizes the relationship between training components and school-based elements. In using this checklist, it should be understood that the itemization of school-based requirements does not exclude involvement of other agencies, such as institutions of higher education or state education agencies. The intent is to specify clear criteria for a school-based model. Given such criteria, any program may be assessed in terms of the degree to which it approximates the school-based model.

A Checklist of Attributes for a Public School-Based Teacher Internship Model

(A) Program Component	(B) School-Based Elements REQUIRES School System(s): Approval+	Location	Staff
I. /GOALS AND FOUNDATIONS/			
___ 1. Statement of Need	x	x	x
___ 2. Goals - matched to school system priorities*	Yes	x	x
___ 3. Authorization to Implement Program (e.g., Board of Education action)	x	x	x
___ 4. Response to Federal and State Priorities	x	x	x
___ 5. Program Administration (Direction)*	Yes	Yes	At least 50%
___ 6. Internship Positions*	Yes	Yes	x
II. /ORGANIZATION AND MANAGEMENT/			
___ 1. Interagency Relationships (e.g., lines of communication, reporting)	x	x	x
___ 2. Intrasystem Relationships	x	x	x
___ 3. Intraprogram Relationships	x	x	x
___ 4. Program Management and Staffing*	Yes	Yes	At least =
___ 5. Program Objectives*	Yes	x	x
___ 6. Program Facilities	Yes	Yes (pract.)	x
___ 7. Masters Degree Affiliation*	Yes	x	x
III. /CURRICULUM/			
___ 1. Competency Objectives*	Yes (P.Mg.)	x	At least =
___ 2. Learning Experience and Activities*	Yes (P.Mg.)	Yes (pract.)	At least =
___ 3. Internship Calendar	Yes (P.Mg.)	x	At least =
___ 4. Credits for Learning Experiences	x	x	x
___ 5. Intern Progress Evaluation*	Yes (P.Mg.)	x	At least =
___ 6. Certification in Special Education	x	x	x
IV. /INSTRUCTION: IN-SERVICE COURSES/			
___ 1. Course Planning and Development* (i.e., performance objectives, general content and sequence, performance task planning)	Yes (P.Mg.)	x	At least =
___ 2. Instructional Delivery (specific contents and formats)*	x	x	At least =
___ 3. Evaluation of Intern Performance*	x	x	At least =
___ 4. Changes (Based on Evaluation of Course and Instructor Effectiveness)*	Yes	x	x
___ 5. Instructor Selection and Development*	Yes	x	x

+School system approval is necessary but may not be sufficient for action.
*Critical items for public school-based teacher internship model.

(A) Program Component	(B) School-Based Elements REQUIRES School System(s): Approval+	Location	Staff
V. /INSTRUCTION: PRACTICUM/			
__ 1. Practicum Planning and Development* (practicum requirements, conditions for practicum site, contract and expectations for supervision and coordination)	Yes (P.Mg.)	x	At least =
__ 2. Placement Decisions*	Yes	x	x
__ 3. Intern Practicum Contract	x	x	x
__ 4. Practicum Supervision Delivery*	x	Yes	Yes
__ 5. Practicum Coordination Delivery*	x	Yes	x
__ 6. Evaluation of Intern Performance*	x	Yes	Yes
__ 7. Changes (Based on Evaluation of Site, Supervision, and Coordinator Effectiveness)*	Yes	x	x
VI. /INSTRUCTION: ELECTIVE PROJECTS/			
__ 1. Project Proposal	Yes (P.Mg.)	x	At least =
__ 2. Project Supervision	x	x	x
__ 3. Project Completion and Feedback	Yes	x	x
__ 4. Project Cataloging and Dissemination	x	x	x
VII. /INSTRUCTION: ORIENTATION TO COMMUNITY/ / RESOURCES /			
__ 1. Objectives	Yes (P.Mg.)	x	At least =
__ 2. Community Resource Planning and Development (Types of resource facilities, orientation sessions, arrangement of visits, format for written reports)	Yes	x	x
__ 3. Community Resource Experience Delivery	x	x	x
__ 4. Experience Sharing Sessions	x	x	x
__ 5. Completion of Written Reports	x	x	x
__ 6. Action Based on Evaluation of Community Resource Experience	Yes	x	x
VIII. /HUMAN RELATIONS GROUP/			
__ 1. Objectives	Yes (P.Mg.)	x	At least =
__ 2. Leader Selection	Yes	x	x
__ 3. Group Experience Delivery	x	x	x
__ 4. Action Based on Leader and Experience Evaluation	Yes	x	x
IX. /RECRUITMENT AND SELECTION/			
__ 1. Advertising and Orientation Sessions	Yes	Yes	x
__ 2. Eligibility Decisions *	Yes	Yes	Yes
__ 3. Selection Decisions*	Yes	x	At least =
__ 4. Intern Position Contracting	Yes	x	x

+School system approval is necessary but may not be sufficient for action.
*Critical items for public school-based teacher internship model.

(A) Program Component	(B) School-Based Elements		
	REQUIRES School System(s):		
	Approval+	Location	Staff
X. /PROGRAM EVALUATION/			
__ 1. Evaluation Objectives*	Yes	x	x
__ 2. Evaluation Planning and Development*	Yes	x	x
__ 3. Evaluation Activities Delivery (ongoing evaluation feedback - formative, formal progress evaluation reports)	x	x	x
__ 4. Dissemination of Progress Evaluation Reports	x	x	x

+School system approval is necessary but may not be sufficient for action.
*Critical items for public school-based teacher internship model.

Use of the Checklist

It has been found that further clarification is necessary on several points before the checklist can be appropriately used.

Program Components

Each of the ennumerated components represent a facet of the Mark Twain Teacher Internship Program. Not all training programs will want to include each of these factors. However, certain factors are regarded as critical for a school-based training model. Critical factors are shown with an asterisk. Thus, all training programs are seen as subject to definite school-based specifications regarding Goals and Foundations; Organization and Management; Curriculum; Courses; Practicum; Recruitment and Selection; and Program Evaluation.

School-Based Elements

The checklist calls for appraising Program Components in terms of three elements or aspects of school system involvement: approval, location, and staff. A specification of Yes under school system approval means that the local education agency must have the power to approve the designated item prior to implementation. Such school system approval is necessary, but may not be sufficient for action. In other words, another agency such as the institution of higher education may also have the power to approve the item before action is permitted.

Specification of "at least equal" in the staff column means that local education agency staff are represented or employed in at least equal proportion to staff of other agencies to enact the designated item.

Goals and Foundations

The checklist specifies that the school system must authorize approval for the goals of the school-based training program. "At least 50%" for program administration is intended to mean at least 50% of the salary costs for that function.

Organization and Management

Program management is distinguished from program administration or direction. Management is intended to mean a faculty or team function, with several leadership staff acting together to shape policy, offer advice, or make decisions. Program administration or direction is reserved for decision making functions of one or two people who have ultimate responsibility and accountability for the training program. Program administration must be part of the management group, usually serving as chairperson(s).

Curriculum

The notation "P.Mg." in parentheses indicates that the approval responsibility for the item in question is likely to be delegated to the program management group.

In-Service Courses

"Changes based on evaluation of course and instructor effectiveness" refers to the need to base course revision, modification, or renewal on feedback from course participants. Course objectives, contents, procedures, and assignments should be evaluated, in addition to the effectiveness of each course instructor. Proposed contract renewal, termination, or probation must be approved by the local education agency (e.g., program director's approval).

Practicum

Decisions regarding field or classroom placements must be approved by the school system (e.g., program director's approval). Practicum supervisors are here defined as school system employees who serve as master or demonstration teachers, or resource specialists. Practicum supervisors are located in or close to the placement setting, and have the skills to model desirable practices and provide formal and informal evaluation feedback to interns. Practicum coordinators may or may not be school system employees. Coordinators facilitate the learning experience by visiting the practicum placement regularly (at least weekly in part-semester placements and alternate weeks in semester placements), and conferencing with interns and supervisors. The practicum coordinator helps develop the practicum contract, clarifies training objectives and tasks, provides feedback on observed performance, and guides formal evaluation sessions.

Recruitment and Selection

Eligibility for the training program must be determined by personnel staff within the local education agency so as to assure equal opportunities and consistent application of agreed upon policies. Selection decisions may be made by a team, consisting of representatives from agencies involved in the internship program.

Non-Required Items

Many program components do not require any specification within one or more of the school-based elements. Thus, cells marked with an "x" indicate that any arrangement might be satisfactory for that element in relation to the specific training factor. For example, in the area of In-Service Courses, instructor selection and development has no requirement for location or staff. This means that local education staff do not have to be involved in choosing or training course instructors and that such operations can take place outside of the school system - as long as the school system gives approval to the people selected for development.

SECTION II

THE MARK TWAIN TEACHER INTERNSHIP PROGRAM: A DEMONSTRATION

Introduction

The basic missions of the Mark Twain Teacher Internship Program are:

(a) to prepare additional personnel for teaching in Mark Twain and supplementary education programs, both for replacement and new staffing.

(b) to provide a public school-based model for graduate teacher training in supplementary education for students with learning and emotional difficulties.

To carry out these missions the combined faculties of the Mark Twain Programs, in cooperation with other Montgomery County Public Schools staff, conducts an intensive graduate-level internship program. The program offers 33 in-service credits, with at least 900 hours of practicum teaching in Mark Twain School and School-Based facilities. Program staff work closely with evaluation staff in developing and assessing training effectiveness in five competency areas. Upon successful completion of the program, interns receive certification in special education from the Maryland State Department of Education.

The program has also established a master's degree affiliation with Trinity College in Washington, D.C. Interns may elect to matriculate for their Master of Arts in Teaching degree with a concentration in Special Education - Teaching Students with Emotional and Learning Problems.

The Mark Twain Teacher Internship Program is currently in its fifth year. The program was initially supported in part by the United States Office of Education as a special innovative project, and is now fully funded by MCPS. Internships are available for:

(a) regular teachers with two or more years of successful classroom experience in MCPS (supported to 50-60% of professional salary).

(b) teachers with at least two years experience who are not currently employed by MCPS, but with high potential for successful future service.

Part 1. Goals and Foundations

Historical Perspective Within Montgomery County Public Schools

Like other school systems across the nation, Montgomery County Public Schools has become increasingly concerned about students who are unable to succeed in academic tasks and human relationships, and about the shortage of facilities and trained personnel to work with them. Many of these students are adolescents who are overwhelmed by failure. They fail to achieve academically, to exercise proper judgment, to organize their thoughts and energies for constructive activities, or to behave in socially acceptable patterns. These continuing failures isolate them from their peers and alienate them from adults. Without resolution of these problems, many of these young people will enter the community poorly prepared for occupational or social responsibilities and with strong feelings of inadequacy and hostility. Many will withdraw from work or social demands and become an additional burden on a society which is already under stress.

In a recent five-year planning document for special education, MCPS estimated that approximately 18 percent of the school population are educationally handicapped. Of these, almost 2/3 were seen as experiencing serious learning or emotional difficulties. Based on these estimates, it was projected that MCPS would need approximately eighty new teachers by 1978 to staff programs for the emotionally and learning disabled (Five Year Plan for Special Education, 1975).

While efforts to identify and serve students with special needs have presently reached a high level of intensity in MCPS, progress toward this point has been continuous over the past fifteen years. In August, 1961, a Special Youth Services Advisory Committee was conjointly appointed by the Montgomery County Council and the Board of Education to recommend programs and services for handicapped youth. This committee completed its work during January, 1963, recommending establishment of programs for pupils whose lack of school success was mainly because of emotional and social problems. During 1965, an MCPS committee was established to investigate possibilities for expanding services for emotionally handicapped students. The committee developed a proposal for a federal grant under Title III of the newly enacted Elementary and Secondary Education Act of 1965, to study the feasibility of developing a model demonstration school. The feasibility study was funded during 1966 and in August, 1967, eleven recommendations were presented to the Superintendent of Schools and the Board of Education for improving education and allied services for children with special needs.

Highest priority was assigned to establishing a pilot project for early identification, diagnosis, and remediation within elementary schools to improve the performance of young children with learning and adjustment problems. This was Project Focus (Focus on Children with Underdeveloped Skills) funded in 1968 with the result that diagnostic-prescriptive teachers and resource rooms began to be phased into the school system's supplementary education program.

The second priority was the development of multi-level school programs for the evaluation, education, and adjustment of emotionally handicapped adolescent boys and girls in three types of settings. These were to include: (1) a year-round day program in a special school for seriously handicapped adolescents, (2) programs in selected junior and senior high schools for students able to function with appropriate support in the regular school environment, and (3) a satellite school for mildly retarded adolescents with emotionally handicaps.

Implementation of the first part of this recommendation was approved by the Board of Education during Spring, 1968, and the appointment of the supervisory staff of Mark Twain School was completed by September, 1970. At the same time, the second part of the recommendation was implemented when Mark Twain School-Based Programs were launched on a pilot basis in three junior high schools. The Mark Twain Programs serve as a means of fulfilling a commitment toward implementation of the Continuum of Educational Services, shown in Figure 1. The continuum concept is a plan to provide educational services to all children according to the degree of program specialization needed to meet the severity of the problem. Continuum programming requires personnel with special training for various levels of educational service. From the earliest planning for Mark Twain School, its role as a teacher education center was recognized and documented in its basic objectives.

Mark Twain's staff development program began with the implementation of a six-month Institute for the original staff of the Mark Twain School (from July 1, 1971 - January 14, 1972). The Institute was designed to develop the staff's knowledge, attitude, and skills for achieving six major objectives:

1. To provide short term, individualized instruction for students ranging from grades 5 through 12 who have average or above average intellectual potential but lack the ability to function successfully in the establishment of human relationships, self-organization and or scholastic skills.

2. To establish Mark Twain School as a staff development center.

3. To establish a partnership between the school and parents.

4. To design and administer a continuing evaluation of school programs and services.

5. To promote cooperation between the school and other community agencies in working with individual students.

6. To establish and implement an information dissemination program.

With the aid of special project funds from the Bureau of Education for the Handicapped under Title IV of Public Law 91-230, Education of the Handicapped Act, the Mark Twain Staff Development Institute was successfully conducted in partial affiliation with the University of Maryland and under experimental certification approval from the Maryland State Department of Education. This institute provided a solid base from which Mark Twain has expanded its continuing education mission for educational personnel throughout Montgomery County Public Schools, as well as for its own staff. Following the first institute, a two-year continuation grant (FY73 and FY74) was awarded to establish a public school-based teacher internship prototype for continuing staff development in special education. The Mark Twain Teacher Internship Program, now in its fifth year, represents that prototype. Completely supported by local funds, it helps fill the growing need at Mark Twain School, in Mark Twain School-Based Programs, and in regular Montgomery County schools for trained personnel to work with students experiencing learning and emotional difficulties.

Continuum Programming: A Blueprint for Meeting Educational Needs

Montgomery County Public Schools is firmly committed to implementing the concept of a continuum of educational services, as depicted in Figure 1. Explicitly stated in the Model of Continuum Programming is the rationale that educational services need to be provided in response to the severity or nature of individual student needs. The continuum concept rejects the notion that all children should be treated in the same way, whether through labeling as emotionally disturbed and segregating into special classes or randomly assigning everyone into regular classes. The continuum concept asserts that children manifest varying degrees of difficulty which requires varying patterns of school programming. This same view has been expressed by Edwin Martin, Director of the Bureau of Education for the Handicapped: "It seems much more accurate to conceptualize a population of learners on a continuum, showing a range of learning and behavioral patterns" (1976).

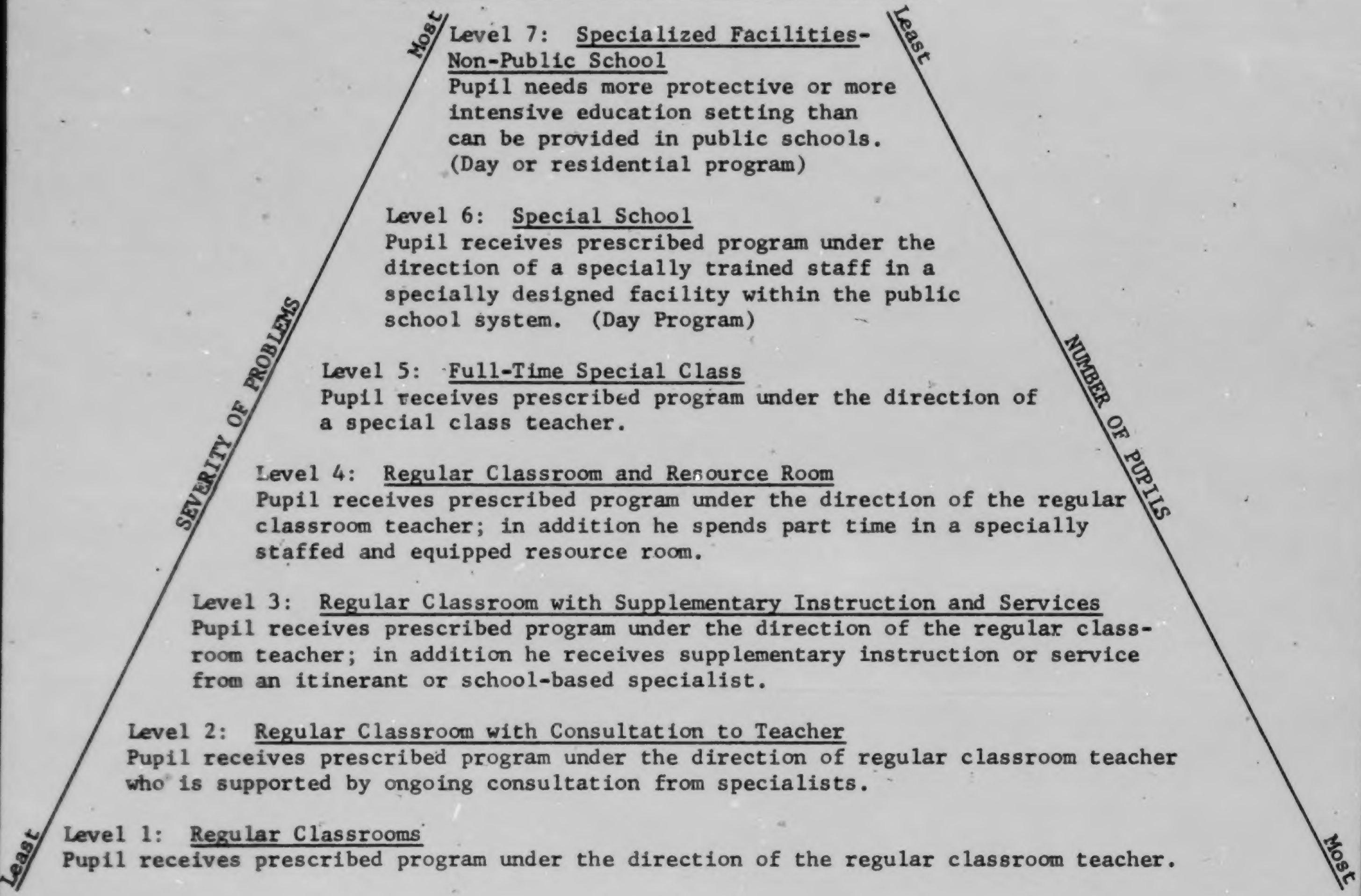
Patterns of programming for youngsters with special needs should be flexibly and openly administered, allowing for movement of children and staff from one continuum level to another. Implementation of the continuum concept can assure that no child is lost in a special education "dumping ground", remote and unrelated to regular school programs. By placing "regular" and "special" educational services along the same continuum, emphasis is placed on degree of needed program specialization rather than on misleading "either-or" solutions. As shown in Figure 1, degree of modification is directly related to severity of problems and inversely related to number of pupils.

The Mark Twain Programs represent the implementation of an educational services continuum for secondary age students. Specifically, Mark Twain School-Based Programs provide level 2-5 services, and Mark Twain School offers level 6 services.

Implementation of continuum programming requires the preparation of additional personnel with special training for various levels of educational service. For this reason, the continuum concept is an integral part of the Mark Twain Teacher Internship Program. All teacher interns are prepared for possible utilization in programs representing levels 1 through 6 on the educational services continuum. Table 1 shows the present MCPS position and service level held by Mark Twain Internship Program graduates.

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Figure 1. Continuum of Educational Services



Level 7: Specialized Facilities-Non-Public School
Pupil needs more protective or more intensive education setting than can be provided in public schools. (Day or residential program)

Level 6: Special School
Pupil receives prescribed program under the direction of a specially trained staff in a specially designed facility within the public school system. (Day Program)

Level 5: Full-Time Special Class
Pupil receives prescribed program under the direction of a special class teacher.

Level 4: Regular Classroom and Resource Room
Pupil receives prescribed program under the direction of the regular classroom teacher; in addition he spends part time in a specially staffed and equipped resource room.

Level 3: Regular Classroom with Supplementary Instruction and Services
Pupil receives prescribed program under the direction of the regular classroom teacher; in addition he receives supplementary instruction or service from an itinerant or school-based specialist.

Level 2: Regular Classroom with Consultation to Teacher
Pupil receives prescribed program under the direction of regular classroom teacher who is supported by ongoing consultation from specialists.

Level 1: Regular Classrooms
Pupil receives prescribed program under the direction of the regular classroom teacher.

TABLE 1

MCPS Positions and Educational Service Levels of Program Graduates

Service Level	Number	Position
6	6	Teacher-Advisor, Mark Twain School
	1	Teacher-Advisor, Dennis Avenue Center
	3	Teacher-Advisor, Tilden Learning Center
5	1	Teacher-Advisor, Learning and Emotionally Handicapped, Secondary
	1	Teacher-Advisor, Emotionally Handicapped, Elementary
2-4	19	Student Resource Teacher, Secondary
	1	English/Social Studies Resource Teacher, Secondary
	3	Intermediate Resource Teacher, Elementary
	1	Industrial Arts Resource Teacher
2	1	Coordinator, In-service for Mainstreaming Project
	1	Specialist, English/Social Studies Mobile Team
1	2	Classroom Teacher, Secondary
	1	Classroom Teacher, Elementary
	41	

CHRONOLOGY OF EVENTS RELATED TO MARK TWAIN TEACHER INTERNSHIP PROGRAM

March, 1970	Board of Education approves budget for six-month Mark Twain Staff Development Institute
September, 1970	Dr. Stanley Fagen is employed as Supervisor of Professional Development; Dr. Stephen Checkon is employed as Supervisor of Evaluation and Research
October, 1970	Job descriptions are written for staff of Mark Twain School, with all positions including the following expectation in the statement of duties: "participates in in-service training and other staff development programs of the Mark Twain School."
November, 1970	Special project proposal is submitted to the Bureau of Education for the Handicapped to develop a school-based training program to prepare regular educators for teaching preadolescents and adolescents with serious emotional problems.
February, 1971	Recruitment and selection procedures for Mark Twain School staff are developed and initiated.
March, 1971	Conditional grant approval is received from BEH, with award contingent upon meeting three additional requirements within thirty days: (a) certification in special education for program graduates, (b) program affiliation with an area university, (c) arrangement for an independent educational audit of program practices.
April, 1971	BEH conditions are fully met. Maryland State Superintendent of Schools authorizes experimental approval of Mark Twain teacher development program for certification endorsement in special education. Formal affiliation is established with Department of Special Education, University of Maryland. Contract is made with Dr. Malcolm Provus, University of Virginia Evaluation Center, for an independent educational accomplishments audit.
May, 1971	Notification of BEH Award for Mark Twain Staff Development Project is received. An Institute in-service faculty and primary consultants are organized according to responsibilities for major learning areas, as follows:

Learning Area	In-Service Faculty Person	Primary Consultant
Assessment-Programming	Dr. William Porter	Dr. Michael Deem, Hillcrest Children's Center

Learning Area	In-Service Faculty Person	Primary Consultant
Counseling & Human Relations	Dr. Stanley Fagen	Dr. Charles Seashore, National Training Labs
Individual Instruction	Dr. Phyllis McDonald	Dr. Linda Jacobs, U. of Md.
Curriculum Development	Mrs. Joan Israel	Dr. Bruce Joyce, Columbia U.
Behavior Management	Dr. Stanley Fagen	Dr. Nicholas Long, American U.
Adolescent Development Issues	Dr. Edward Phillips	Dr. Milton Shore Dr. Calvin Frederick, National Institute of Mental Health
Research & Evaluation	Dr. Stephen Checkon	Dr. Mal Provus, U. of Virginia

July, 1971	Mark Twain Staff Development Institute begins with 39 teacher participants (including one from a special school for retarded adolescents with emotional problems).
October, 1971	Evaluation report on Mark Twain Staff Development Institute is completed and sent to Superintendent of Schools, Board of Education, Maryland State Department of Education, and Bureau of Education for the Handicapped. Mark Twain School and School-Based leadership staff endorse the continuum of responsibility model for the Mark Twain Teacher Internship Program.
November, 1971	Proposal is submitted to BEH for continuation of Mark Twain school-based special education training project. Based on evaluation feedback the program is revised to correspond to the ten-month teaching year, with extensive practicum experiences added to in-service course and independent study components. The program title is changed to "The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs."
January, 1972	Mark Twain Staff Development Institute is successfully completed by 38 of the participating teachers. Certificates of Achievement are awarded at a formal graduation celebration.
February, 1972	Mark Twain School opens for students. Deputy Superintendent of Schools authorizes up to twelve internship positions for MCPS teachers and up to four positions for non-MCPS teachers. Proposal is approved to permit interns with two or more years teaching experience in MCPS to receive academic leave benefits established in the negotiated agree-

ment between the Montgomery County Education Association and the school system. Thus, teacher interns become entitled to 50-60% of their teaching salary, provided they agree to remain in MCPS for two to three years following the leave period.

March, 1972 Maryland State Department of Education approves program revisions for the Mark Twain Teacher Internship. Recruitment and selection procedures are initiated for the first class of the Mark Twain Teacher Internship Program.

May, 1972 A program management group (Level 5) is formed to serve as a core in-service faculty for the Mark Twain Teacher Internship. MTTIP functions and regular MCPS positions are shown for each faculty person as follows:

MTTIP Function	Person; MCPS Position
Program Director	Dr. Stanley Fagen, Supervisor of Professional Development, Mark Twain School
Competency Coordinators: Assessment-Programming	Mrs. Judy Tarr, Diagnostic-Prescriptive Teacher, Mark Twain School
Counseling and Human Relations	Dr. Stanley Fagen, Supervisor of Professional Development, Mark Twain School
Curriculum Development	Dr. Phyllis McDonald, Coordinator, Instructional Resources Center, Mark Twain School
Behavior Management	Mr. Jeffery Hill, Teacher-Advisor, Mark Twain School
Systems Analysis and Consultation	Mrs. Geraldine Meltz, Supervisor of Mark Twain School-Based Programs
Practicum Coordinators: Mark Twain School	Mrs. Roslyn Inman, Staff Development Specialist
School-Based Programs	Mrs. Maxine Counihan, Program Specialist
Research and Evaluation	Dr. Lois Proctor, Evaluation Specialist

June, 1972 Notification of BEH Award for the Mark Twain Teacher Internship Project is received. The two-year award is to establish a specialized staff development center for the preparation and continuing development of personnel to work in educational programs serving preadolescents and adolescents with special needs.

July, 1972	Eight interns are selected for 1972-73, from among 21 applicants. The group includes six MCPS and two non-county teachers; six of the eight are women.
November, 1972	The Mark Twain Teacher Internship Program is selected by ABT Associates, Inc., of Cambridge, Massachusetts, as one of 17 innovative training projects for case study during the 1972-73 school year.
February, 1973	Recruitment and selection procedures are initiated for the second class of the Mark Twain Teacher Internship Program.
April, 1973	The Mark Twain Teacher Internship Program is selected as an exemplary Manpower program in education of the handicapped, as part of a dissemination project sponsored by the National Institute of Education and Bureau of Education for the Handicapped.
June, 1973	All members of the first intern class successfully complete the program and are awarded certificates of achievement at a formal graduation celebration. Forty-seven of the 80 professional staff within Mark Twain Programs have participated actively in the operation of the internship program. Eight new interns are selected for 1973-1974, from among 27 applicants. The group includes six MCPS and two non-MCPS teachers: five of the eight are women. The Mark Twain Teacher Internship Program is included in the published report of a BEH "Project to Assess, Document, and Spread Exemplary Programs in Education of the Handicapped" (Volume IV, Manpower Development Case Studies AAI Report No. 73-85, June 1973). In the forword to this report, Dr. Richard Whelan, Director of the Division of Personnel Preparation , BEH, states: "the three case studies exemplify the variety of approaches that can be used by dedicated individuals and groups to develop and implement sound and effective strategies for personnel preparation."
July, 1973	Based on intern feedback, faculty alters practicum rotations from three 11-week sequences to two 7-week fall sequences and one 15-week spring sequence, thereby enabling more complete intern responsibility for the spring teaching practicum.
September, 1973	Fall Internship Program courses are opened to all Mark Twain Programs staff and advertised in MCPS In-service Course Bulletin.
October, 1973	The Maryland State Department of Education reviews the Mark Twain Teacher Internship Program and authorizes full status approval for certification endorsement in special education.
December, 1973	The Council for Exceptional Children publishes an IMPRINT paper on Manpower Development: "Exemplary Programs for the Handicapped." The Mark Twain Teacher Internship Program is one of three programs featured.

January, 1974	Internship Program courses are repeated in the spring semester on an open basis for all MCPS teachers.
February, 1974	Recruitment and selection procedures begin the the third class of the Mark Twain Teacher Internship Program.
March, 1974	First evaluation report on Mark Twain Teacher Internship Program (1972-73) is completed and sent to Superintendent of Schools, Board of Education, State Department of Education, and Bureau of Education for the Handicapped.
April, 1974	Independent Audit of the MTTIP Evaluation Report, 1972-73, is completed by Dr. Malcolm Provus, University of Virginia. General comment of audit is that "This report represents a high water mark in the evaluation of a school-based staff training program. Its design and methods are more rigorous than those found in almost any university setting and it qualifies along with a very few competency-based programs in the country as a rigorous and determined effort to both measure and improve a teacher training program.
May, 1974	Montgomery County Council approves the Board of Education budget for FY75 which includes total school system funding for the Mark Twain Teacher Internship Program. Partially federally supported positions of staff development specialist (Mrs. Roslyn Inman) and secretary (Mrs. Elissa Ritzenberg) are established as full-time MCPS positions.
June, 1974	All members of the second intern class successfully complete the program and are awarded certificates of achievement at a formal graduation celebration. Twelve new interns are selected for 1974-75, from among 27 applicants. The group includes ten MCPS and two non-MCPS teachers; nine of the twelve are women; one will complete the program in two years.
July, 1974	Staff changes occur in the Program Management Group (Level 5), as follows: Mrs. Diana Thompson, Staff Development Specialist replaces Mrs. Roslyn Inman as Mark Twain School Practicum Coordinator; Mr. Tom Beuglas, Student Resource Teacher, Seneca Valley High School replaces Dr. Stanley Fagen as Competency Coordinator for Counseling and Human Relations; Mr. Harry Klugel, Teacher-Advisor, Mark Twain School becomes co-coordinator for Curriculum Development and Instruction with Dr. Phyllis McDonald.
August, 1974	An independent panel of experts conduct a two-day on-site visit to assess the adequacy of the internship's competency-based teacher development curriculum. In their curriculum review report, the panel (Dr. Lyndal Bullock; Dr. Frank Bruno; Dr. Anne Carroll) congratulate the program planning and instructional staff for successfully implementing a valid competency-based teacher education program and make numerous suggestions for program improvement and conservation of resources. The panel concludes that: "This program has so many outstanding features that could indeed make an

	impact upon MCPS and serve as an exemplary program for the nation, if only it can now move from an experimental, minimally funded, pilot project to one with adequate funding in order to provide (a) sufficient quality personnel, (b) consultants, and (c) other resources deemed vital to the program's maintenance....The project has passed now from an initiation phase to a maintenance phase and should now be ready to share its strength and weaknesses. There is nothing here to be reluctant to share with school districts or university personnel. The review panel would encourage greater dissemination through....whatever means can be generated."
November, 1974	Proposal is submitted to BEH for dissemination training for a public school-based teacher internship model.
December, 1974	Second evaluation report on Mark Twain Teacher Internship Program (1973-74) is completed and sent to Superintendent of Schools, Board of Education, State Department of Education, and Bureau of Education for the Handicapped.
February, 1975	Recruitment and selection procedures begin for the fourth class of the Mark Twain Teacher Internship Program.
March, 1975	Based on intern requests, evaluation report recommendations, and expert panel suggestions, efforts are initiated to develop a master's degree affiliation with an area college or university.
April, 1975	Independent Audit of the MTTIP Evaluation Report, 1973-74 is completed by Dr. Robert Cover, University of Virginia. General comment of audit is that: "The evaluation report is extremely well written and more than adequately addresses both formative and summative evaluation questions. The recommendations are insightful and provide the basis for management decisions in the continuing improvement of the program."
May, 1975	Dr. Herman Saettler, Acting Director for the BEH Division of Personnel Preparation writes a letter to Dr. Homer O. Elseroad, Superintendent of MCPS in response to the final project report on "The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs." Dr. Saettler points out that: "The project has great stimulus value for reform. It does demonstrate that a public school district can conduct training in a highly professional manner...The Division of Personnel Preparation feels significantly comfortable with the results of the project and this year we will begin support of some efforts of dissemination... Dr. Stanley Fagen and the staff of the project should be highly complimented on the development of a significant program which has the potential of high impact." Dr. Saettler concludes his letter with a tribute to MCPS, "The support which you, your staff, and the Board of Education have given to the program has been extremely instrumental in the success which many troubled adolescents are

	finding in your school system today. We are deeply appreciative of all the energy, interest, and resources the Montgomery County Public Schools have given this unique program."
June, 1975	Notification of BEH Award for Dissemination-Training pertaining to the Mark Twain Teacher Internship Model is received. All eleven full-time members of the third intern class successfully complete the program and are awarded certificates of achievement at a formal graduation celebration. 15 new interns are selected for 1975-76, from among 23 applicants. The group includes 12 MCPS and 3 non-MCPS teachers; 12 of the fifteen are women; one will complete the program in two years.
August, 1975	The Board of Education approves a proposal for a master's degree affiliation with Trinity College, Washington, D.C. As a result of this action, Mark Twain interns may opt to matriculate for the Master of Arts in Teaching in the area of special education for emotional and learning problems, with the Mark Twain in-service faculty serving as an off-campus division of Trinity College.
September, 1975	Teacher Specialist for Dissemination (Mrs. Pamela Beveridge) begins to contract with staff and outside consultants for reviews of instructional modules in each major competency area. Staff changes occur in the Program Management Group (Level 5), as follows: Mr. Leonard Guedalia, Staff Development Specialist, replaces Mrs. Diana Thompson as Mark Twain School Practicum Coordinator; Mrs. Patricia Wright, Specialist for Mark Twain School-Based Programs becomes co-practicum coordinator for School-Based Programs with Mrs. Maxine Counihan; Mrs. Counihan replaces Mrs. Geraldine Meltz as Competency Coordinator for School Analysis and Consultation; Mrs. Liz Glowa, Student Resource Teacher at Farquhar Middle School, replaces Mrs. Judy Tarr as Competency Coordinator for Assessment-Programming; Mr. Harry Klugel becomes Competency Coordinator for Curriculum Development and Instruction.
November, 1975	Proposal is submitted to BEH for continuation of dissemination training project to produce technical training manuals for conducting a public school-based teacher internship program in supplementary education. Extended activities are requested to test the effectiveness of competency training manual when used by new in-service course instructors.
January, 1976	Third evaluation report on MTTIP (1974-75) is completed and sent to Superintendent of Schools, Board of Education, State Department of Education, and Bureau of Education for the Handicapped.
February, 1976	Recruitment and selection procedures are initiated for the fifth class of the Mark Twain Teacher Internship Program.

March, 1976	Supervisor of Professional Development (Dr. Stanley Fagen) is asked to assume leadership in staff development for all supplementary education in MCPS.
May, 1976	BEH Award Notification is received for continuation and extended activities of the Mark Twain Teacher Internship Dissemination Training Project.
June, 1976	All 14 full-time members of the fourth intern class and one part-time intern successfully complete the program and are awarded certificates of achievement at a formal graduation celebration. 15 new interns are selected for 1976-77, from among 31 applicants. The group includes 14 MCPS teachers and 1 Montgomery County Health Department educational director; eight of the fifteen are men; one will complete the program in two years. The following staff changes occur in the Program Management Group (Level 5): Mrs. Patricia Lesnick, Assistant Principal, Mark Twain School becomes co-practicum coordinator for Mark Twain School with Mr. Leonard Guedalia; Mr. Harvey Goldstein, Student Resource Teacher at Julius West Jr. High replaces Mr. Tom Beuglas as Competency Coordinator for Counseling and Human Relations; Mr. Jeff Hill replaces Mrs. Pam Beveridge as Teacher Specialist for Dissemination.
August, 1976	Results from a system-wide survey of teacher's perceptions of the quality and value of in-service courses reveal that Mark Twain competency courses rank highest among major coordinating offices in Montgomery County Public Schools.
September, 1976	Mark Twain Staff Development Specialist (Mr. Leonard Guedalia) is appointed as Associate Director of the Mark Twain Teacher Internship Program.
October, 1976	Mark Twain Staff Development prepares its first full progress report, including past, present and future directions. The Mark Twain Teacher Internship Program continues to be viewed as an important vehicle for redeployment and preparation of staff for teaching students with special needs.
January, 1977	Fall courses in Assessment-Programming, Behavior Management, and Individual and Group Counseling are effectively completed by new trainers using competency training manuals.
February, 1977	Arrangements begin for convening a regional conference on "Alternative Applications of a Public School-Based Teacher Internship Model".
March, 1977	Regional conference is held at the Mark Twain School on March 10-11, 1977. Recruitment and selection activities commence for the sixth class of the Mark Twain Teacher Internship Program.
June, 1977	Organizational Manual for a Public School-Based Teacher Internship Model in Supplementary Education is published and dissemination copies are delivered to Bureau of Education for the Handicapped

Montgomery County citizens long have appreciated the importance of education. Their high expectations of the public schools over the years have provided the stimulation to develop and improve the excellence of our educational programs.

Our goal is to provide the kind of education that will enable each student to develop to his fullest potential. We have made much progress, but much remains to be done.

This pamphlet presents a capsule view of the educational opportunities available to citizens in Montgomery County, from the very young to the mature adult. If you have questions or need more information, please stop in to see us, write, or call.

about the schools...

in Montgomery County, Maryland

How the system is organized...

The school system covers the entire county – about 500 square miles. The county's 205 elementary, middle, junior and senior high schools are administered as a single system, unlike the many small school districts common to other parts of the United States. Ours is one of 24 school systems in Maryland – 22 other counties plus the city of Baltimore.

In addition to the kindergarten through twelfth grade program operated by the public schools, the county is served by Montgomery College, a two-year public community college with campus locations in Takoma Park and Rockville. Once an integral part of the public school system, the college now is separate and has its own board of trustees. For more information on the college, call either the Rockville campus, 762-7400, or the Takoma Park campus, 587-0415.

The seven-member elected Board of Education determines educational policies for the Montgomery County Public Schools. The superintendent and his staff administer the schools according to those policies. Board members serve staggered four-year terms, with three members elected at one time and the other four at the next election two years later. Only a few of the other county boards of education in Maryland are elected – most are appointed by the governor.

About 7,400 professional and 4,800 supporting employees serve approximately 122,000 students, making Montgomery County one of the nation's 20 largest school districts.

Enrolling pupils...

Each Montgomery County school has an attendance area with boundary lines to make best use of transportation and school facilities. Therefore, where you live determines which schools your children will attend. You can find out which schools will serve you by calling the Division of Planning, 279-3333.

A parent may transfer his child to a school outside his normal attendance area, providing parents and school officials agree it would offer the student better education, would not unduly affect the racial and socioeconomic balance in either school, and the new school has adequate space, staff, and facilities.

State law requires every youngster between the ages of six and 16 to attend school. Children who will be five years old on or before January 1 may attend kindergarten. Registration for elementary pupils (kindergarten through sixth grade) usually is done by each school during the last two weeks of August and throughout the school year. Middle (grades 5-8), junior high (grades 7-9), and senior high (grades 10-12) schools will register students at any time of the year. Parents registering their children for kindergarten, or to start school for the first time in the first grade, will need to have a birth certificate and immunization record with them at the time of registration. Pupils who have attended school before should bring their report card from their previous school. The new school will send for other school records after registration.

Transportation . . .

School bus transportation is provided for pupils on the following basis:

- elementary pupils who live more than a mile from school.
- secondary pupils who live more than a mile and one-half from school.

In a few instances, transportation is provided for students who may live closer to the school if there are hazards that would, in the opinion of police and school officials, make walking unsafe.

Taxes support the schools. . .

Most of the money it takes to operate the public schools comes from taxes – federal, state, and county. The prudent expenditure of these funds is ensured through two spending plans, or budgets.

The Capital Budget is prepared annually by the superintendent to set forth needs for new school construction, additions or renovation for existing schools, and construction or renovation of support facilities. After review and action by the Board of Education, the Capital Budget also must be approved by the Montgomery County Council and the Maryland Interagency Committee for School Construction. Most of the money for capital projects comes from state funds.

In Fiscal 1975, school construction and renovation in Montgomery County amounted to approximately $14 million.

An Operating Budget also is prepared annually by the superintendent for the school system's operating expenses such as salaries, fringe benefits, supplies, equipment, and other routine expenditures. After review and action by the Board of Education, this budget also must be approved by the County Council. The Operating Budget for Fiscal 1976 (1975-76 school year) totals $230.6 million, or a nine percent increase over the previous year. This represents an annual investment per pupil of about $1,700.

Prior to both Board of Education and County Council action on the Capital and Operating Budgets, public hearings are held so citizens may comment on the spending proposals. The County Council has the final authority for setting tax rates to generate local revenue for both budgets. As a result of this fiscal arrangement, there are no bond or millage referendums.

Approximately 75 percent of school operating costs are raised through local taxation. Revenues come from the county general fund which has as sources, property taxes, state-rebated taxes, a county income surtax, and other local tax sources. The remaining 25 percent comes from state aid programs and federal sources.

Staffing the Schools . . .

Montgomery County has maintained teachers' salary schedules at or near the top paid by school systems in the state and area. This has helped attract well-qualified teaching personnel. Salary scales for 10-month teachers in 1975-76 are:

Bachelor's degree	$ 9,141 – 14,077
Bachelor's + graduate study	9,597 – 14,442
Master's degree	10,238 – 18,556
Master's + graduate study	10,968 – 19,287

Nearly all Montgomery County teachers have bachelor's degrees, and a large percentage have their master's or higher degrees. The degree status of teachers as of June, 1975 was:

Non-degree teachers	.2 per cent
Bachelor's degree	57.0 per cent
Master's degree and above	42.8 per cent

To maintain and improve the professional competence of teachers, the school system provides extensive training opportunities, developing many inservice courses and cooperating with local colleges and universities to offer others.

Educational services…

All schools in Montgomery County meet or exceed the minimum standards established by the Maryland State Department of Education and the Montgomery County Board of Education. High Schools in the county are accredited by the state and Middle States Association of Colleges and Secondary Schools. Nearly 70 percent of Montgomery County public high school graduates continue their formal education. Vocational and business education programs in each high school provide a wide variety of training opportunities for students who do not choose to attend college.

The class size in elementary schools has averaged about 27 pupils. Average class size in secondary school academic classes also has been about 27 pupils. A large number of teacher aides helps individualize instruction.

Every school has a library and the services of at least a half-time librarian. All schools have school lunch programs, and milk is available for students who bring lunches from home. Physical education is a required part of the school program through grade 9. All secondary schools have physical education facilities and staff members in this area. Elementary schools may have full- or part-time physical education specialists who supplement instruction by classroom teachers. All secondary schools have full-time guidance staffs. Remedial reading and speech and hearing therapy are available to pupils in all schools. Secondary schools are staffed with full-time nurses, and part-time nursing service is available in elementary schools.

Each school can provide a directory of school services with numbers to call when parents need either routine information or special assistance.

For further information about school programs, contact the Department of Information, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850, telephone 279-3391.

In addition, citizens may get 24-hour-a-day news about the public schools by calling 279-3456. These recorded news messages are changed each day at 5 p.m., or whenever late news breaks, to give citizens the latest information about school programs, board of education meetings, emergency closing of schools, and other important public school events.

Special education…

Montgomery County provides a wide range of services to young people with mental, physical, emotional, and learning handicaps. Special education programs serve children with speech and hearing problems, visual and auditory handicaps, specific learning disabilities, mental retardation, crippling and chronic health conditions, emotional handicaps, and special health problems requiring temporary home or hospital teaching. If no public school program is appropriate, tuition assistance is available for placement in private special schools.

Concord, Longview and Stephen Knolls are special schools for the moderately retarded, and Rock Terrace High School serves multiple handicapped secondary students. The Mark Twain School (grades 6-12) is for students with problems in self-organization, human relationships, and academic studies. Other programs provide support services for teachers to work with exceptional children in their regular classroom, or part-time special programs for those children. For further information, call the Division of Special Education, 279-3171.

Federally assisted programs...

The Montgomery County Public Schools have made wise use of federal funds as they have become available. The county operates nearly 50 Head Start classes for pre-kindergarten children from disadvantaged homes, and about 18 elementary school programs are supplemented through funds from Title I of the Elementary and Secondary Education Act. In addition, the schools participate in the Federal School Lunch and School Breakfast Programs, Vocational Education Act programs, and other titles of ESEA. The school system continues to seek and use grants from foundations and other sources to develop innovative programs.

Adult education & Summer school...

A variety of adult education programs provides citizens of all ages and educational backgrounds with opportunities to stimulate self-confidence, further their education, and expand leisure-time interests. There are three programs, free to county residents, for those who have not received their high school diplomas. The adult basic education program is for those who have not completed the eighth grade; high school equivalency review programs also are offered; and the evening high school offers another way to earn a high school diploma.

More than 51,000 adults last year took advantage of nearly 300 academic and leisure-time courses. In addition, classes under the Comprehensive Employment Training Act provide entrance skills for young people in a variety of trades.

Summer school programs keep about half the schools busy year-round. Approximately 24,000 students enrolled in 1974 summer school classes.

For further information about adult education and summer school, call the Department of Adult Education, 279-3335.

Citizen participation in the schools...

The Board of Education and staff seek community involvement and public participation as part of their commitment to listen to and work with citizens to improve their schools.

Voting for school board members, participating in budget discussions, working with local PTA's, and membership on Area Advisory Councils and other advisory committees provide opportunities for citizens to help improve their schools. The Board meets for its all-day session on the second Tuesday of each month, beginning at 10 a.m., and again on the second Monday after the second Tuesday, for an evening session starting at 8 p.m. Meetings usually are held in the Board Room of the Educational Services Center, 850 Hungerford Drive, Rockville. The Board holds other special sessions to receive and discuss staff reports and to act on other educational matters. These evening meetings, sometimes held in schools, are announced in weekly newspapers.

Each school has a parent-teacher association, and parents are encouraged to join and participate. The Montgomery County Council of PTA's coordinates the efforts of nearly 200 local PTA's and is a potent force in efforts to improve the education and welfare of young people.

in addition, each of the school system's six administrative areas has an Area Advisory Council. Created by the Board of Education, these groups include students, school staff members, and parents from the communities they serve. They meet regularly to consider educational problems and practices and to recommend changes.

Parents who have questions or concerns about their child's school should call and talk to the teacher or principal. A Community Involvement Policy spells out a formal procedure for resolving problems when informal contacts with the school aren't productive.

Part 2. Organization and Management

Program Management and Staffing

Program management is closely linked to the development of competency goals. The emphasis on a competency-based program model and integration of academic and practicum experiences is reflected in Table 2, "Basic In-Service Learning Experiences and Credits".

In order to assure meaningfulness and integration within and between competency areas, one or more of Mark Twain faculty members maintain general responsibility for coordinating instruction in a given area. While consultants make an important contribution to the overall program, the nature and thrust of the educational program is determined by the Mark Twain Programs staff.

Figure 2 presents the model used for defining levels of staff responsibility in the Mark Twain Teacher Internship Program. There are currently about 110 professional staff within the Mark Twain School and School-Based Programs. During the 1975-76 internship year, 60 members of the staff provided direct instruction or supervision.

Level 1 responsibility, general support, is the minimal expectation for all faculty. Level 2 responsibility, practicum supervision, is arrived at through mutual desire of practicum staff and internship administration, and is exercised within the regular professional work day. Levels 3 & 4 responsibilities (Course Instruction-Competency Area Planning) are optional for staff, requiring an informal contractual agreement between internship administration and the interested staff member. All Level 3 and 4 faculty positions are paid appointments under a second job title of "In-Service Consultant". Appointments are made on the basis of availability, commitment to training, and expertise in the relevant competency area.

The 1976-77 faculty for the Mark Twain Teacher Internship Program is shown in Table 3 in terms of primary job and level of responsibility within the internship program. The strategy for program staffing revolves around the concept of competency areas. Thus, each of the basic competency areas is coordinated by a member or members of the Internship Program Management group (Level 5). The competency area coordinators have responsibility and authority for developing and arranging the implementation of learning experiences in their basic competency area, in consultation with the program director (Level 6). The Mark Twain staff exercise this function in every case because it is believed that the program's goals and objectives can best be achieved when there is local responsibility and direction. The role of competency area coordinator is intended to assure staff responsiveness to the needs and reactions of trainees.

In addition to the faculty of Mark Twain Programs, training support is provided by other Montgomery County Public Schools staff and outside consultants. Figure 3 shows the organization of the Mark Twain Teacher Internship Program within Montgomery County Public Schools, State, and Federal departments. Figure 4 presents the organization chart of the Mark Twain Teacher Internship Program.

TABLE 2

Basic In-Service Learning Experiences and Credits for Mark Twain Internship Program

Competency Area	Learning Experience	Credits
Psychoeducational Assessment and Programming	-Assessment Course (MT-01)	- 3 credits *
	-Assessment Project (elective)	- 1-3 credits
Human Relations and Counseling	-Individual and Group Counseling Course (MT-02)	- 3 credits *
	-Counseling Project (elective)	- 1-3 credits
	-Techniques in Human Relations Lab	- 1 credit *
Curriculum Development and Implementation	-Curriculum Development and Implementation Course (MT-03)	- 3 credits *
	-Curriculum Project (elective)	- 1-3 credits
Behavior Management	-Behavior Management Course (MT-04)	- 3 credits *
	-Behavior Management Project (elective)	- 1-3 credits
School Resources and Consultation	-School Analysis and Consultation Course (MT-05)	- 3 credits *
	-School Consultation Project (elective)	- 1-3 credits
Cross-Competency	-Teaching Practicum (900 hours)	- 14 credits *
	-Issues in Special Education Seminar	- 1 credit (optional)
	-Issues in Special Education Project (elective)	- 1-3 credits

Table 2 (cont'd)

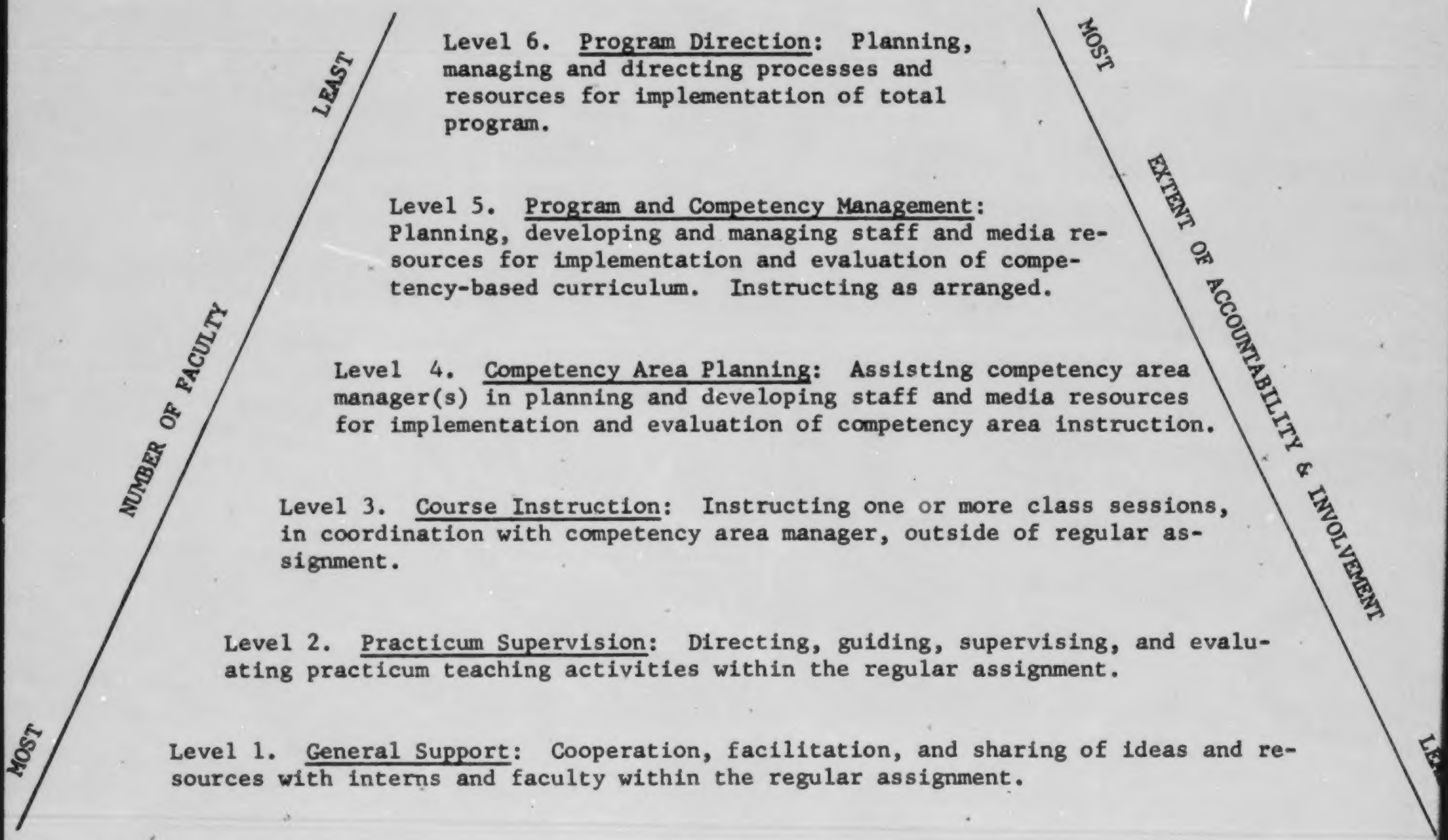
Competency Area	Learning Experience	Credits
Optional	-Teaching Adolescents with Reading Problems (MT-06)	- 3 credits
	-Structured Techniques for Remedial Instruction (RD-23)	- 3 credits
	-Group Leadership (MT-08)	- 3 credits

Note: Interns are required to complete 3 credits of elective projects from the six competency areas.

*Required course. Total number of credits required for graduation = 33 credits

FIGURE 2

Model for Levels of Staff Responsibility in Mark Twain Teacher Internship Program



Level 6. Program Direction: Planning, managing and directing processes and resources for implementation of total program.

Level 5. Program and Competency Management: Planning, developing and managing staff and media resources for implementation and evaluation of competency-based curriculum. Instructing as arranged.

Level 4. Competency Area Planning: Assisting competency area manager(s) in planning and developing staff and media resources for implementation and evaluation of competency area instruction.

Level 3. Course Instruction: Instructing one or more class sessions, in coordination with competency area manager, outside of regular assignment.

Level 2. Practicum Supervision: Directing, guiding, supervising, and evaluating practicum teaching activities within the regular assignment.

Level 1. General Support: Cooperation, facilitation, and sharing of ideas and resources with interns and faculty within the regular assignment.

TABLE 3

Mark Twain Teacher Internship Faculty

Level 6: PROGRAM DIRECTION

Stanley Fagen, Supervisor of Professional Development, Program Director
Leonard Guedalia, Staff Development Specialist, Associate Program Director

Level 5: MANAGEMENT AND COMPETENCY COORDINATION

Maxine Counihan, Coordinator, School Analysis & Consultation Area
Stanley Fagen
Elizabeth Glowa, Coordinator, Psychoeducational Assessment & Programming Area
Harvey Goldstein, Coordinator, Individual & Group Counseling Area
Leonard Guedalia
Jeff Hill, Coordinator, Behavior Management Area
Harry Klugel, Coordinator, Curriculum Development & Implementation Area
Pat Lesnick, Mark Twain School, Practicum Coordinator
Pat Wright, Mark Twain School-Based Programs, Practicum Coordinator

Level 4: COMPETENCY AREA PLANNING

Maxine Counihan, Cheryl Lowenbach, Fran Levin; School Analysis & Consultation
Elizabeth Glowa, Rose Ray; Psychoeducational Assessment & Programming
Harvey Goldstein, Tom Beuglas, Alice Hundley, Pam Beveridge; Individual and Group Counseling
Jeff Hill, Kitty Blumsack, Tom Kranz; Behavior Management
Harry Klugel, Bill Davis, Jack Robinson; Curriculum Development & Implementation

Level 3: COURSE INSTRUCTION

Marybeth Ardike, Reading Specialist, ESSO Program
Bev Babcock, Teacher Advisor, Mark Twain School
Tom Beuglas, SRT, Seneca Valley H.S.
Susan Blacklow, Learning Disabilities Teacher, Tilden Learning Center
Maxine Counihan, Supervisor of Mark Twain School-Based Programs
Bill Davis, Learning Disabilities Teacher, Tilden Learning Center
Mary Dunbar, Teacher, Stedwick Elem.
Stan Fagen
Laura Flaim, Liaison Teacher, Dennis Avenue Center
Roger Gessay, Upper School Team Leader, Mark Twain School
Liz Glowa, SRT, Farquhar Middle School
Harvey Goldstein, SRT, Julius West Jr. High
Len Guedalia
Jeffery Hill, Teacher Specialist, Mark Twain Programs
Dottie Jackson, Area Reading Specialist
Steve Johnsen, Psychologist, Mark Twain School
Harry Klugel, Coordinator of Mainstreaming Project
Fran Levin, SRT, Northwood H.S.

Dave Litsey, Coordinator of Learning Disabilities Project, Tilden Learning Center
Cheryl Lowenbach, SRT, Argyle Jr. High
Richard Mainzer, SRT, Redland Jr. High
Paul O'Connell, Industrial Arts Resource Teacher, Richard Montgomery H.S.
Rose Ray, Diagnostic-Prescriptive Specialist, Mark Twain Programs
Jack Robinson, SRT, Poolesville Jr.-Sr. High
Mary Theofield, Coordinator, ESSO Program
Evelyn Turner, SRT, Einstein H.S.

Level 2: PRACTICUM SUPERVISION

Mark Twain School

Carol Anderson
Bev Babcock
Roger Gessay
Liz Glowa
Len Guedalia
Pat Henry
Marcia Jones
Eleanor Lautenschlager
Pat Lesnick
Ann Richmond
Jeff Robertshaw
Judy Tarr
Mike Vizas
Tom Wheat

School-Based Staff

Tom Beuglas
Kitty Blumsack
Louise Dove
Sally Eller
Helen Goundry
Kitty Bell Hosford
Alice Hundley
Julie Keefer
John Kochowicz
Skip MacArthur
Rich Pottinger
Donna Shannon
Bobbie Turner
Evelyn Turner
Pat Wright

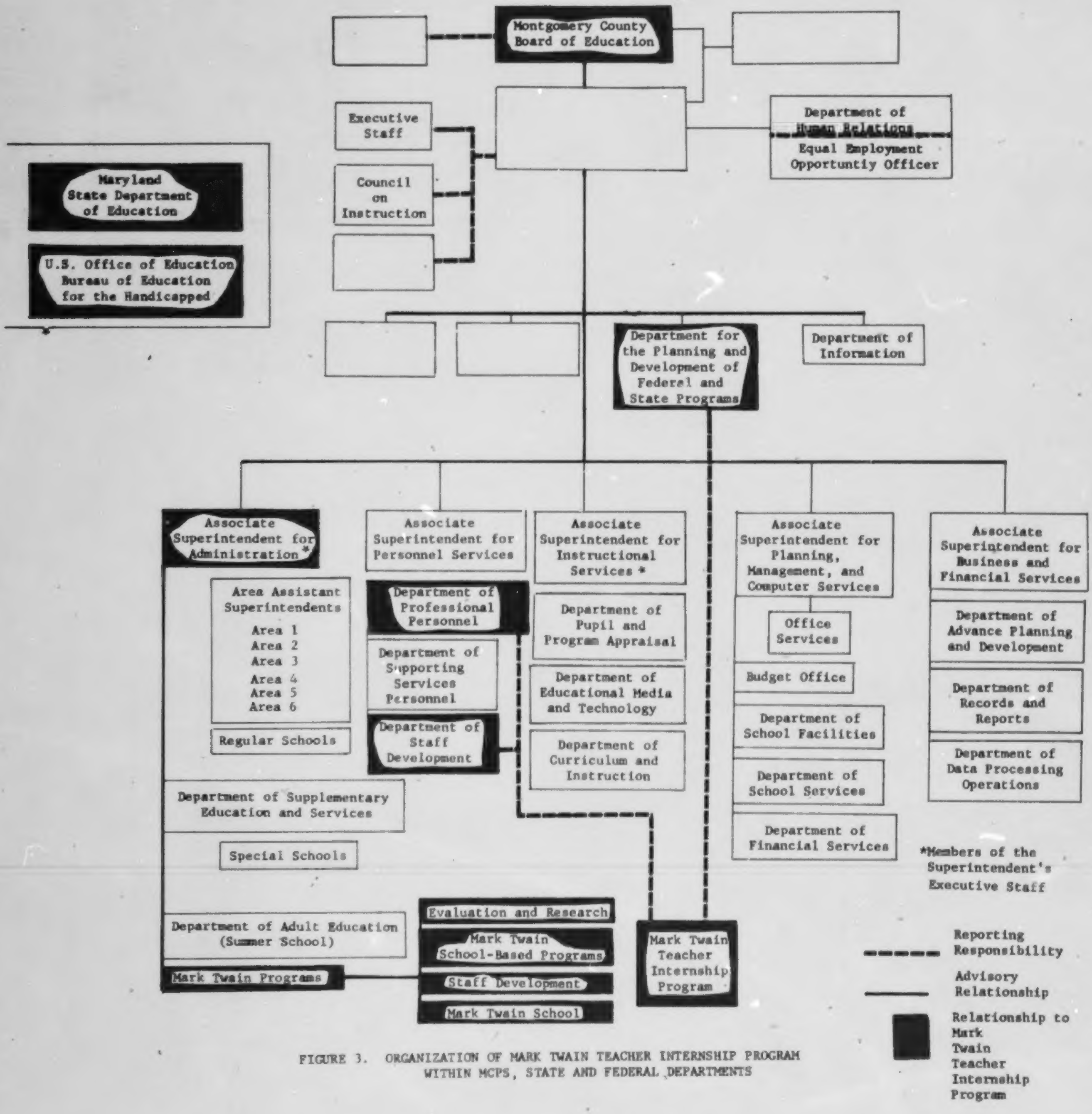
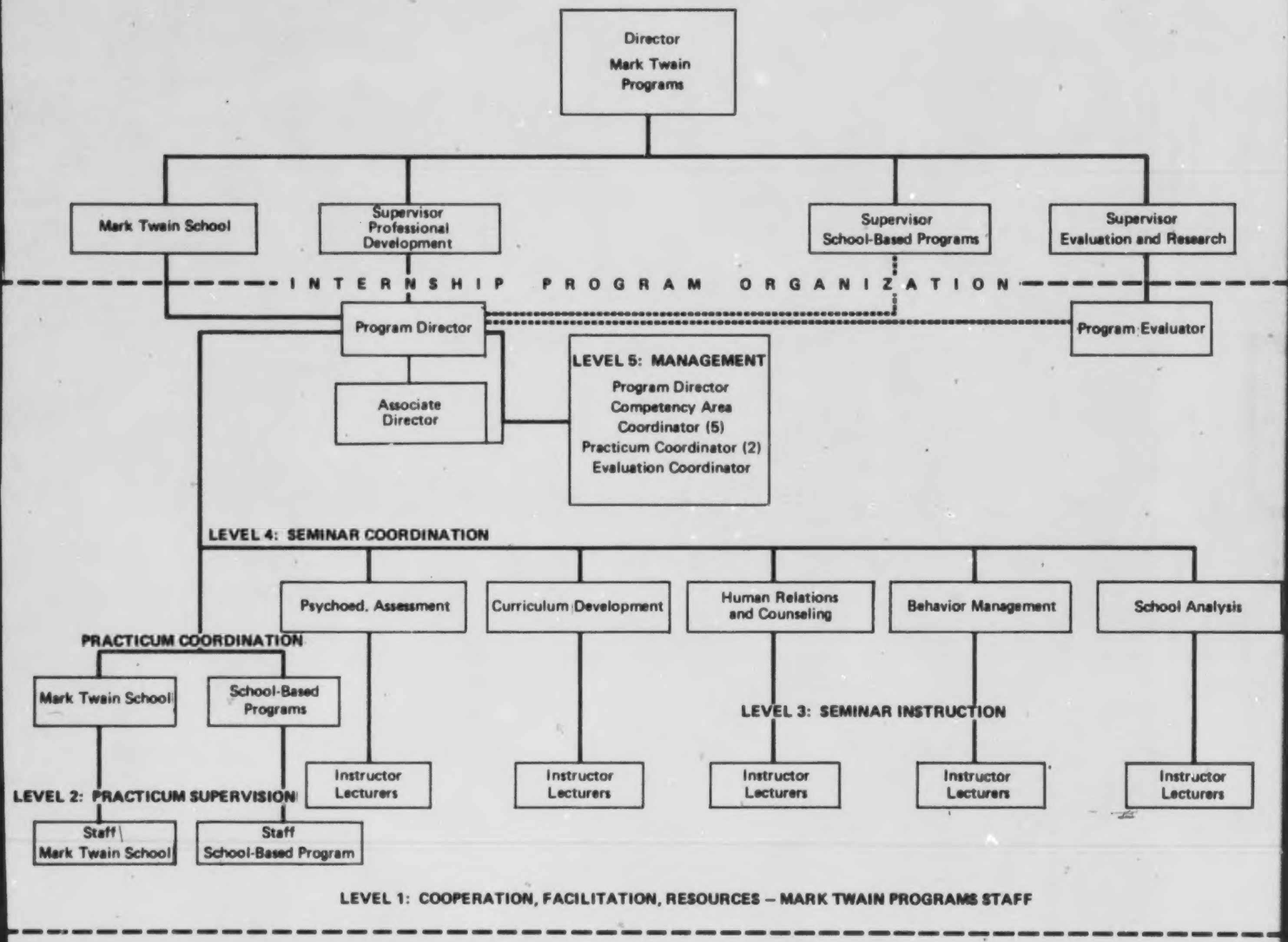

Montgomery County Board of Education
Department of Human Relations
Equal Employment Opportuntiy Officer
Executive Staff
Council on Instruction
Maryland State Department of Education
U.S. Office of Education Bureau of Education for the Handicapped
Department for the Planning and Development of Federal and State Programs
Department of Information
Associate Superintendent for Administration *
Associate Superintendent for Personnel Services
Associate Superintendent for Instructional Services *
Associate Superintendent for Planning, Management, and Computer Services
Associate Superintendent for Business and Financial Services
Area Assistant Superintendents
Area 1
Area 2
Area 3
Area 4
Area 5
Area 6
Regular Schools
Department of Professional Personnel
Department of Supporting Services Personnel
Department of Staff Development
Department of Pupil and Program Appraisal
Department of Educational Media and Technology
Department of Curriculum and Instruction
Office Services
Budget Office
Department of School Facilities
Department of School Services
Department of Financial Services
Department of Advance Planning and Development
Department of Records and Reports
Department of Data Processing Operations
Department of Supplementary Education and Services
Special Schools
Department of Adult Education (Summer School)
Mark Twain Programs
Evaluation and Research
Mark Twain School-Based Programs
Staff Development
Mark Twain School
Mark Twain Teacher Internship Program
*Members of the Superintendent's Executive Staff
Reporting Responsibility
Advisory Relationship
Relationship to Mark Twain Teacher Internship Program

FIGURE 3. ORGANIZATION OF MARK TWAIN TEACHER INTERNSHIP PROGRAM WITHIN MCPS, STATE AND FEDERAL DEPARTMENTS

Figure 4.

ORGANIZATION OF THE MARK TWAIN INTERNSHIP PROGRAM


Director
Mark Twain
Programs
Mark Twain School
Supervisor
Professional
Development
Supervisor
School-Based Programs
Supervisor
Evaluation and Research
INTERNSHIP PROGRAM ORGANIZATION
Program Director
Program Evaluator
Associate
Director
LEVEL 5: MANAGEMENT
Program Director
Competency Area
Coordinator (5)
Practicum Coordinator (2)
Evaluation Coordinator
LEVEL 4: SEMINAR COORDINATION
Psychoed. Assessment
Curriculum Development
Human Relations
and Counseling
Behavior Management
School Analysis
PRACTICUM COORDINATION
Mark Twain School
School-Based
Programs
LEVEL 3: SEMINAR INSTRUCTION
Instructor
Lecturers
Instructor
Lecturers
Instructor
Lecturers
Instructor
Lecturers
Instructor
Lecturers
LEVEL 2: PRACTICUM SUPERVISION
Staff
Mark Twain School
Staff
School-Based Program
LEVEL 1: COOPERATION, FACILITATION, RESOURCES – MARK TWAIN PROGRAMS STAFF

ORGANIZATION CHART OF THE MARK TWAIN INTERNSHIP PROGRAM

Program Objectives

The overall goal of the Mark Twain Teacher Internship Program is to develop a school-based training program to prepare regular educators for teaching students with learning and emotional difficulties. Six program objectives were formulated in order to fulfill this goal.

Objective 1. To identify and establish a teacher education faculty for the Mark Twain teacher-development center.

Objective 2. To develop processes and procedures for recruitment and selection of teacher interns.

Objective 3. To develop a competency-based teacher-education curriculum.

Objective 4. To implement the learning experiences and activities that ensure participant attainment of competency in five basic competency learning areas:

a) Psychoeducational assessment and programming

b) Human relations and counseling

c) Curriculum development and implementation

d) Behavior management

e) School analysis and consultation

Objective 5. To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas.

Objective 6. To increase the number of trained personnel serving handicapped children in Montgomery County Public Schools.

Program Facilities

Mark Twain Programs provide the setting for the Mark Twain Teacher Internship Program. The major portion of the training, including the seminars, takes place at Mark Twain School. Montgomery County schools which are sites for the Mark Twain School-Based Programs are used, along with Mark Twain School, for practicum experience. County and area special education facilities, both public and private, are additional training resources.

Mark Twain School

Mark Twain School is one of five special schools in the Montgomery County public school system. Located on 22 acres in Rockville, Maryland, and constructed at a cost of $3.2 million, the school opened for students in February, 1972. To establish an educational environment with balanced groups of students in small units, based on age, physical maturation, and social development, Mark Twain has been arranged as three schools within one. The lower school is composed of 2 instructional teams, each with 50 students, 9-12 years old, Grades 5-7, staffed by 6 teachers and 1 team leader. The middle school comprises 100 students, aged 12-14, Grades 7-9, with 12 teachers and 2 team leaders. The upper school consists of 50 students, aged 14-18, Grades 9-12, with 6 teachers and 1 team leader. At maximum enrollment, approximately 250 students can be served.

The major objective of Mark Twain School is to provide an individualized educational program for preadolescents and adolescents of at least average intellectual potential who display problems in the area of human relationships, self-organization, or behaviorally-linked learning problems. The ultimate goal is to promote student return and successful functioning in a regular school within a maximum of 2 years. Scholastic skills are developed through a task-oriented curriculum, highly individualized to meet the specific needs of each student. Students' strengths and weaknesses are identified by perceptual, cognitive, and affective assessment and the results used for programming and instruction. The intent of the instructional program is to remediate deficiencies while maintaining academic progress. At the same time, emphasis is placed on the development of appropriate behaviors for positive interaction with peers and adults. Each student is assigned to a teacher/advisor who counsels him and serves as his liaison with other staff members.

Three seminar rooms were designed for training purposes when the school was built. Also potentially available for training are 26 classrooms, 3 science labs, 7 art labs, 37 offices, 6 conference rooms, and 1 observation room. The Instructional Resources Center, available to trainees, contains a print collection of 3,500 items, 4,000 nonprint items (tapes, filmstrips, etc.) and professional periodicals. Trainees have the opportunity to consult with support staff including a psychologist, psychiatrist, social workers, nurse, medical advisor, and researchers, in addition to teaching and staff development personnel.

Mark Twain School-Based Programs

Mark Twain School-Based Programs were operating during the 1973-74 school year in 18 Montgomery County public schools--5 senior high schools, 11 junior high schools, and 2 middle schools. They will operate in 23 schools in 1974-75 and pending budget funding approval, in 31 schools in 1975-76. These programs serve as practicum sites for the trainees. School-based resource teachers provide support to regular classroom teachers and students by assessing academic and social difficulties and by developing and/or implementing change plans. They suggest more appropriate activities, materials, and techniques to use with students. They develop classroom alternatives with and for teachers and may serve as tutors. School-based teachers serve as practicum supervisors offering trainees the opportunity to work with the resource team and with the regular classroom teachers to utilize the resources of the school where the program is based.

Community Resources

A large number of public and private facilities providing specialized educational, therapeutic, and residential services are located in the area. Various organizations providing services to youth are invited to send representatives to Mark Twain School to inform trainees about their programs and facilities. In addition, trainees have visited sites and participated in group discussions to share their experiences and increase their understanding of resources in the area. Organizations participating in the community resources program for interns and staff during 1973-74 are listed below:

- Boys Home of Montgomery County, Silver Spring, Maryland
- Community Affairs Office, MCPD, Rockville, Maryland
- Karma House, Rockville, Maryland
- Listening Post, Bethesda, Maryland
- Mental Health Association of Montgomery County, Kensington, Maryland
- Second Mile, Hyattsville, Maryland
- Roving Youth Leaders of Montgomery County, Bethesda, Maryland
- Youth and Family Services, Montgomery County Health Department, Rockville, Maryland

An expanded program of exposure to community services available to teachers is being instituted for 1974-75. It will consist of 1) presentations by representatives of legal, mental health, health, and educational facilities; 2) visits to residential and day care centers; and 3) a panel discussion by members of various community groups (PTA, League of Women Voters, The Allied Civic Group, etc.) which may have impact on MCPS decisions.

Other Resources

The Montgomery County Public Schools Educational Materials Laboratory, containing approximately 20,000 volumes, and the Instructional Materials Center of Montgomery County Public Schools, are available to trainees.

Highlights of Trinity College - Mark Twain Master of Arts in Teaching Affiliation

A. DEGREE CONCENTRATION

Master of Arts in Teaching in Special Education - Teaching Students with Emotional and Learning Problems.

B. DEGREE REQUIREMENTS - COURSE OF STUDY

The Trinity College M.A.T. degree requires 33 credits. These 33 credits will be distributed as follows: 30 credits will be earned in the already established Mark Twain Internship Program. The additional 3 credits will be earned through completion of the ED. 600: Field Study required of all master's candidates.

All instruction will take place on-site at the Mark Twain School or schools affiliated with the Mark Twain Internship Program in Montgomery County. Instruction will be provided by the professional development staff of the Mark Twain Internship Program.

Candidates successfully completing all requirements will be recommended for graduation by the Director of the Internship Training Program and reviewed by the M.A.T. Committee. Degrees will be awarded in August to those completing degree requirements by the end of June.

C. THE ED. 600: FIELD STUDY

All candidates will complete a field-based study or project for which 3 credits will be awarded. The study will take the form of a formal paper, a copy of which will be filed with the M.A.T. Program office of Trinity College. Suitable topics will be worked out in cooperation with the Mark Twain staff who will have the primary responsibility for supervision of the project. A full-time member of the M.A.T. faculty will serve as second reader. It is envisioned that electives currently offered in the Mark Twain Internship Program could provide several appropriate areas for development of the Field Study.

D. EVALUATION AND GRADES

In recognition of the competency-based nature of the Mark Twain Teacher Internship Program, grades will be assigned on a letter grade or pass-fail basis. The M.A.T. Program is also committed to gradual transition to a competency or performance basis. Evaluation shall be the responsibility of the Mark Twain professional development staff who will have adjunct faculty rank at the College.

E. RECRUITMENT AND SELECTION OF M.A.T. CANDIDATES

Applicants shall be selected by a screening committee composed of members of the Mark Twain staff and at least one full-time member of the Trinity College M.A.T. faculty. In all cases candidates must be mutually acceptable to both the Mark Twain Internship Program and Trinity College. Applicants must hold a bachelors degree from an accredited institution and have completed at least two years of successful teaching or other professional school related experience.

F. TUITION AND FEES

Graduate on-campus tuition for the 1977-78 academic year is $85 per credit or $2,805 for the 33 credit program. However, interns who were recruited by the faculty of the Montgomery County Public Schools receive a 33% reduction. Tuition in their case is $55 per credit or $1,815 for the 33 credit program. In addition all students will pay a one-time $10 application fee and a graduation fee of $50 due the term in which degree requirements will be completed. Tuition and fees are payable over the two semesters of the academic year, and each semester's payments in turn may be spread over three equal installments, the first due at registration and each of the remaining two approximately one month later. Tuition may also be charged using Master Charge or BankAmericard.

G. OTHER PROVISIONS

1. Interns admitted to the degree program will be eligible to seek educational loans and other financial aid available to M.A.T. candidates.

2. The Supervisor of Professional Development will serve as Director of this special program with appropriate academic rank. Other members of the Mark Twain training staff as designated by the Director and approved by the College, will be assigned the rank customarily given to adjunct faculty.

3. The Mark Twain staff and the full-time M.A.T. faculty shall work together to periodically review, develop and strengthen the training program for so long as they remain affiliated. Affiliation shall be renewed each year under terms mutually acceptable to the two parties.

4. Interns participating in the Master's degree program will be entitled to all the College benefits and privileges accorded to students in the M.A.T. Program including Consortium borrowing privileges.

5. Mark Twain Internship faculty shall be invited to offer courses on campus in their areas of specialization for the remuneration typically received by adjunct faculty.

Sample 1

TRINITY COLLEGE - MARK TWAIN MASTER OF ARTS IN TEACHING PROGRAM

Preregistration Worksheet

Name: ______________________________ Date: ______________________________

# Credits	Course Title	Semester		
		FALL	SPRING	SUMMER
ED 620 3 cr.	(MT-01) Assessment and Programming for Students with Special Needs			
ED 621 3 cr.	(MT-02) Individual and Group Counseling for Students with Special Needs			
ED 622 3 cr.	(MT-03) Curriculum Development & Implementation for Students with Special Needs			
ED 623 3 cr.	(MT-04) Behavior Management for Students with Special Needs			
ED 624 3 cr.	(MT-05) School Analysis and Consultation for Students with Special Needs			
ED 625 3 cr.	(7 wk., M.T. School-Based) Basic Resource Teaching Practicum for Students with Special Needs			
ED 626 3 cr.	(7 wk., M.T. School) Basic Special School Teaching Practicum for Students with Special Needs			
ED 627 8 cr.	(16 wk., M.T. School or School-Based) Advanced Teaching Practicum for Students with Special Needs			
ED 628 1 cr.	Human Relations Group Experience			
ED 600 3 cr.	ED 600: Field Study			
33 cr.	TOTAL CREDITS			

INSTRUCTIONS:

1. You will be expected to complete payment for all credits taken within a semester by the end of that semester.
2. Human Relations Group Experience and Advanced Teaching Practicum must be taken in the spring semester only.
3. Field Study (ED 600) may be taken in spring or summer semesters.
4. Current one year and retroactive candidates must register for a minimum of 15 credits each in the fall and spring semesters.

Policy for Offering Free Trinity College Course Units to Practicum Supervisors

1. A free course bank has been established as a result of the affiliation agreement between the Mark Twain Internship Program and Trinity College. The number of courses allotted for the year will equal the number of interns registering for the M.A.T. degree times two (fall and spring semesters). For example, this year the bank will receive 52 course units, since 26 interns are enrolled in the M.A.T. program.

2. Free course offerings at Trinity College will be initiated during 1975-76 and will not be applicable for practicum supervisors prior to September, 1975.

3. Practicum supervisors will be eligible to use the free course bank during their year of intern supervision plus the following year. If one is supervising an intern during 1975-76 but decides not to take a free course at Trinity, it is possible to take a course during 1976-77, even if one is no longer a supervisor during the following year.

4. Practicum supervisors will be guaranteed at least one free course during the two year period of eligibility (refer to #3). If you do supervision only during 1975-76 and do not elect to take a course in either 1975-76 or 1976-77, you are then no longer eligible for a free Trinity course.

5. During the 1976-77 internship year, only one course will be allotted per supervisor regardless of how many interns he/she supervised that year. Any unused course units will be kept in the course bank for the following year. The goal will be to build sufficient free course units in the bank so as to guarantee that every Mark Twain Teacher Internship Program intern supervisor can take at least one free course.

Part 3. Curriculum

Program Competency Objectives

/Competency Area 1: Psychoeducational Assessment and Programming/

Competency 1.1: Ability to collect and use data to assess learner's strengths and weaknesses, style, and interpersonal relations.

Competency 1.2: Ability to use assessment information for planning an individual program and for evaluation of progress.

/Competency Area 2: Human Relations and Counseling/

Competency 2.1: Ability to comprehend and clarify individual communications in an educational setting.

Competency 2.2: Ability to interact with empathy, respect, and self-acceptance in an educational setting and promote effective resolutions of helpee problems.

Competency 2.3: Ability to facilitate attainment of humanistic educational goals and objectives in groups.

/Competency Area 3: Curriculum Development and Implementation/

Competency 3.1: Ability to plan and organize an individualized instructional system appropriate to the cognitive and affective needs of the student.

Competency 3.2: Ability to develop and select curriculum objectives and content appropriate to the cognitive and affective needs of the student.

Competency 3.3: Ability to plan and implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.

Competency 3.4: Ability to select appropriate instructional materials and media from available resources and develop materials necessary to individualize instruction.

/Competency Area 4: Behavior Management/

Competency 4.1: Ability to establish and reinforce behavioral values, standards, and limits in an educational setting.

Competency 4.2: Ability to identify and teach strategies for coping with conflict and frustration in an educational setting.

Competency 4.3: Ability to develop and use teacher-intervention techniques to effectively manage disruptive school behavior.

/Competency Area 5: School Resources and Consultation Skills/

Competency 5.1: Ability to use knowledge of group dynamics in school family, and community with relationship to problem solving in a school setting.

Competency 5.2: Ability to demonstrate skill and knowledge in conferencing and consulting within and between systems.

Competency 5.3: Ability to effect school change through educational planning for individual students.

Learning Experiences and Activities

The Mark Twain Teacher Internship Program provides a balanced variety of learning experiences including: (a) Courses, (b) Practica, (c) Individual Projects, (d) Human Relations Group, and (e) Orientation and Review Sequences.

(a) Courses: Courses are the basic elements for competency-based instruction in the Mark Twain Teacher Internship Program. A course is conducted in each competency area under the direction of the competency area coordinator and involves at least 15 three-hour group sessions. Each course session is structured to include content and activities to promote specified knowledge and skills, as well as spontaneous discussion. The following basic courses are provided:

MT-01. Psychoeducational Assessment and Programming.

Illustrative Content: Extracting and categorizing data from pupil cumulative records; nature of intelligence; measuring intelligence, achievement; cognitive development and classification of skills in the cognitive domain; perceptual development and assessment; assessment of specific learning disabilities; techniques for teaching children with specific learning disabilities; assessment of learning styles and human relationships; planning student program adjustments.

MT-02. Individual and Group Counseling.

Illustrative Content: Counseling and helping: definition, objectives, and processes; Systematic Human Relations Training; listening for content and feeling; interacting with empathy, respect, specificity; ownership of feelings; self-acceptance and sending "I messages"; life-space analysis and working towards resolution of problems; counseling the reluctant student; counseling in groups: setting affective objectives, functions of leader, selecting group activities and format.

MT-03. Curriculum Development and Implementation.

Illustrative Content: Individualized instruction: principles of effective instruction; instructional delivery systems; curriculum components: affective, cognitive, creative and academic performance and instructional objectives; teaching basic and academic skills through high interest and innovative topics; skill development in using special strategies to achieve affective, cognitive, creative and academic objectives; instructional materials related to affective and cognitive curriculum; assessment measures. This seminar places a heavy emphasis on affective and high interest curriculum for students with behavior problems.

MT-04. Behavior Management.

Illustrative Content: Identifying and meeting the needs of children with emotional and learning problems; alternative approaches to educating children with special needs; clarifying behavior values and limits; strategies for reinforcing behavior values; teaching strategies for coping with conflict and frustration; intervention techniques for disruptive behavior; surface management, life space interviewing, operant procedures.

MT-05. School Analysis and Consultation.

Illustrative Content: Understanding the school ecology: function of roles, values and norms; school leadership and goal achievement; models for effecting school change; understanding family and community effects on school functioning; planning and conducting school-family conferences; consulting with other teachers: process, styles and objectives; designing programs to improve learning environments.

(b) Practica: Practicum experiences are supervised, applied learning situations in which the intern has the opportunity to extend and demonstrate skills needed for professional role function. Interns are required to complete at least 900 hours of supervised teaching. Six or seven week placements are arranged in both the Mark Twain School and a School-Based Program during the first and second of three practicum cycles. The third cycle is an extended, nearly full-time practicum experience in a school or school-based setting, based on individual interest and specific training and program needs.

During practicum cycles, the intern is assigned to a particular teaching team, with one member of that team identified as the primary supervisor. The intern, supervisor, and the practicum coordinator develop a contract which includes objectives for the experience and specific activities at the site. Practicum contract objectives are directly related to training priorities, and may include activities deriving from course instruction. The training team meets regularly to discuss progress and issues related to these objectives.

Interns maintain a weekly log of practicum activities, which becomes a resource for supervisory and evaluation conferences. Formal evaluation conferences are held in the last week of each practicum rotation.

(c) Individual Projects: Interns are expected to plan and complete at least one special project in an area of study that is particularly suited to their personal needs and interests. Elective projects are offered in each competency area, as well as in the cross-competency area relating to issues in special education (See Table 1, p. 16). Most projects will be developed for application to actual teaching roles. Individual projects will be arranged with appropriate competency supervisors and usually completed during the final practicum cycle of the Internship. Each one credit project involves approximately 30 hours of work, including supervision, beyond the usual work schedule.

(d) Human Relations Group: All interns participate in a small self-study group with a trained group leader. The purpose of this laboratory group is to enhance acceptance and awareness of self and others through sharing of professional concerns in a mutually supportive setting. In this context, interns have an opportunity to explore many areas of human relations such as building trust and risk-taking, seeking and providing feedback, listening and consulting, transition and separation, and confronting limits and expectations.

(e) Orientation and Review Sequences: Teaching practica are preceded and followed by periods for orientation and review. During these sequences, seminars are held on current issues and approaches in special education, and visits are arranged to community agencies, residential facilities, and other public and private school programs. In addition, interns are expected to complete instructional assignments and participate in program and self-evaluation.

Toward A Values Statement: Faculty Commitments

- To learner self-expression and self-direction (in program and curriculum development) "...the learners share responsibility for what they get."

- To recognition of the learner as having resources to give

- To two-way feedback - "...learning by giving and getting information from and about self."

- To appreciation for differences (of ideas, philosophies, viewpoints, behaviors)

- To learner involvement and participation in creating an optimal learning environment

- To evaluate progress in terms of overt objectives. Meaning prizing both: (a) promotion of shared objectives, (b) communication of objectives deemed desirable for the learner and rationale

- To learning through use of feeling as well as thoughts and cognitions "...as feelings of kids are important so are feelings of teachers."

- To opportunities for communication and acceptance of genuine feelings

- To demonstrating and modelling desired practices for the learner

- To individualization or personalization of instruction (in terms of learning pace, styles, interests, media)

  "...use what we know about the learner to develop the instructional program to meet the needs of the individual as both a: (a) private being, and, (b) social being."

- To freedom of choice among alternatives. Meaning prizing of both: (a) generating alternatives, (b) selection of alternatives to match needs

- To respecting, listening to and sharing with each other

- To adjust educational programs to changing needs of the child

- To meeting special needs of children within public education programs via alternative modes of delivery

- To weighing the importance of teacher learning and growth as equal to the importance of child learning and growth

- To use of teachers for teacher education

  "...using what we know to share with others."

Internship Calendar - 1976-77

Week #	Mon.	Tues.	Wed.	Thurs.	Fri.
(8/23) 1				Orientation	Orientation
(8/30) 2	Orientation		First Day Kids		→ Hum. Relations
(9/6) 3	Labor Day	1st Pract.			→ Hum. Relations
(9/13) 4	1st Pract.				Level 5 →
(9/20) 5	1st Pract.	05	04	01,02	→ Hum. Relations
(9/27) 6	1st Pract.				Level 5 →
(10/4) 7	Jewish Holiday	1st Pract.			→ Hum. Relations
(10/11) 8	1st Pract.			Prof. No School	Meeting → Teacher/Kids
(10/18) 9	1st Pract.				Level 5 Eval. → Hum. Relations
(10/25) 10	Eval. & Confg.	Meet w/Supervisor of Supplementary Education			→ Level 5
(11/1) 11	Eval. & Confg.	Election Day	Eval. & Confg.		→ Hum. Relations
(11/8) 12	2nd Pract.				Level 5 →
(11/15) 13	2nd Pract.				Hum. Relations
(11/22) 14	2nd Pract.		→	Thanksgiving Holiday	
(11/29) 15	2nd Pract.				→ Hum. Relations
(12/6) 16	2nd Pract.				Level 5 →
(12/13) 17	2nd Pract.				→ Hum. Relations
(12/20) 18	2nd Pract.			→	Christmas Holiday
(12/27) 19		CHRISTMAS VACATION			
(1/3) 20	Eval. & Confg.	Orientation to Community Resources			Level 5 Eval. → Hum. Relations
(1/10) 21	Site Visits	end 05	end 04		Level 5 →
(1/17) 22	Elective Projects				→ Hum. Relations
(1/24) 23	Courses end		Semester Break	end 01,02	Level 5
(1/31) 24					Hum. Relations

Week #	Mon.	Tues.	Wed.	Thurs.	Fri.
(2/7) 25		03	01,02	04	Level 5
(2/14) 26					Hum. Relations
(2/21) 27	Washington's Birthday	Final Pract.	→	→	Level 5 →
(2/28) 28	Final Pract.	→	→	→	→ Hum. Relations
(3/7) 29	Final Pract.	→	→	→	Level 5 →
(3/14) 30	Final Pract.	→	→	→	→ Hum. Relations
(3/21) 31	Final Pract.	→	→	→	Level 5 →
(3/28) 32	Final Pract.	→	→	→	→ Hum. Relations
(4/4) 33	← EASTER VACATION →				
(4/11) 34	Vacation	Final Pract.	→	→	→ Hum. Relations
(4/18) 35	Final Pract.	→	→	→	Level 5 →
(4/25) 36	Final Pract.	→	→	→	→ Hum. Relations
(5/2) 37	Final Pract.	→	→	→	Level 5 →
(5/9) 38	Final Pract.	→	→	→	→ Hum. Relations
(5/16) 39	Final Pract.	→	→	→	Level 5 →
(5/23) 40	Final Pract.	→	→	→	→ Hum. Relations
(5/30) 41	Memorial Day	end 03 Final Pract.	end 01,02	end 04	Level 5 →
(6/6) 42	Final Practicum (Evaluation) Testing → ½ day on site; ½ day M.T. for conferencing & testing		Level 5 Eval.	Eval. Conf.	Level 5 Hum. Relations
(6/13) 43	Practicum Conf. ½ day on site; ½ day M.T. for conferencing & testing	½ Day Conf.	Graduation	Last Day Kids	Prof. Day

Course Key:	Fall 1976	Spring 1976
MT-01 - Psychoeducational Assessment	Thurs., 4:30-7:30	Wed., 4:00-7:00
MT-02 - Individual & Group Counseling	Thurs., 4:30-7:30	Wed., 4:00-7:00
MT-03 - Curriculum Development		Tues., 4:00-7:00
MT-04 - Behavior Management	Wed., 4:00-7:00	Thurs., 4:00-7:00
MT-05 - School Analysis	Tues., 4:00-7:00	

Level 5 - 3:30-5:30

Intern Progress Evaluation Process

Intern progress evaluation is seen as a profoundly important, dynamic and multifaceted process. In approaching this process, the Mark Twain Teacher Internship Program placed value on several sources of evaluation: (1) self-evaluation by the learner, (2) continuous performance evaluation within courses and practica by individual supervisors and instructional coordinators, and (3) periodic summary evaluation by combined judgments of program management staff (following completion of practicum rotations in November, January and June).

(1) Self-evaluation by the learner - Before entering the internship program, interns are asked to assess their own needs, strengths and weaknesses (see Sample 2, "Myself As A Learner", Sample 3a & b, "Individual Relections" questionnaires), as well as their level of competency for teaching students with emotional and learning problems (see Sample 4, "Self-Evaluation Form"). After completion of each practicum sequence, the intern repeats the self-evaluation procedures.

(2) Continuous performance evaluation within courses and practica - Course instructors are responsible for providing feedback on Mastery tasks assigned within their competency area. Practicum supervisors meet weekly with interns to share their observations of the intern's work. In addition, Practicum supervisors complete a formal intern evaluation form at the end of the seven week rotation, and at the 7th and last week of the 15-week practicum. Intern, supervisor and coordinator discuss these evaluations together, using the standard Intern Evaluation Form as a focus for conferencing (see Sample 5, "Intern Evaluation Form").

(3) Periodic summary evaluation by program management staff - Confidential group evaluation sessions are held in November, January and June by the program management staff. To facilitate this process, competency coordinators complete a performance worksheet for each intern (see Sample 6, "Intern Course Performance Worksheet") and submit it to the associate training director prior to the evaluation meeting. These worksheets and the formal practicum evaluation are integrated into a composite progress summary (see Sample 7, "Intern Progress Worksheet Summary"). Given the total display of progress, the management staff proceeds to discuss intern strengths, gains and needs for continued development (see Sample 8, "Level 5 Intern Evaluation Comments for Conferencing").

It is the responsibility of the assigned intern advisor to conference with the intern following program management evaluations. At that time, intern and advisor review the intern's self-evaluations in relation to the management group's cumulative appraisal.

At the end of the program a final summary evaluation is done, representing the faculty estimation of intern competency and professional development. This final summary becomes the official documentation of the intern's performance in the training program and is filed in the individual's personnel folder (see Sample 9, "Summary Evaluation Form").

Final summary evaluations are determined by a weighted integration of ratings from seminars and practica. Each competency area coordinator, using results from both criterion-referenced and subjectively evaluated performance tasks, establishes a formula for rating each intern on a 7-point scale. Ratings for the 15-week practicum are combined with seminar performance ratings in a ratio of two practica to one seminar. The earlier 7-week practicum assessments are considered formative. Pooled seminar and practicum ratings which reach 5.5 or above are considered "highly effective," those between 2.5 and 5.4 are regarded as "effective." Of the 42 program graduates to date, none have ever been evaluated as less than effective in any competency area at the end of the internship. Table 4 presents a summary of final evaluation ratings for several interns from a previous graduating class.

Sample 2

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Myself as a Learner

Name: ____________________ **Date:** *July 14, 1975*

The journey to truth and light must first cross the ocean within!

To help you cross that ocean we have introduced a self-assessment format which, hopefully, will promote an expanded understanding and appreciation of oneself. Self-assessment, in itself is of little or no value. However, coupled with conditions for freely effecting alternative attitudes or behaviors, the process may serve as a continuing stimulus for growth.

The following questions relate to aspects of yourself as a learner. We would like you to share in thinking and planning for your learning experience this year, and thereby create a "growth partnership" involving you and the faculty. Your reflections will serve as a focus for periodic individual conferences with Stan, and should be useful towards individualizing the internship program.

A copy of your reflections shall be returned to you. The original will be held in confidence with Stan.

1. What goals do I have for my learning during the Internship?

   To learn more skills to use in working with "difficult" children. To learn to assess their needs and work out programs for them, bring out the best in them and in me. To learn these skills from practice and from working with the competent staff at M.T. To grow in my knowledge of myself - especially in those places where I affect kids.

2. What skills do I value in myself?

   (a) Relative to my behavior with peers.

   ability to empathize
   willingness to help when I can
   dependability
   honesty, trust
   relating well and liking people

   (b) Relative to my behavior with students.

   impart my feelings of trust in the students
   being honest with them
   striving for the right management techniques for each group
   transmitting my feelings of enjoyment of students and of teaching
   remaining aware of my role(s) as a teacher and assessing my effectiveness with the student

3. What skills would I like to improve?

   (a) Relative to my behavior with peers.

   more directness on difficult interpersonal issues

greater skill at active listening
I would like to wear a less protective mask-too calm
more assertiveness

(b) Relative to my behavior with students.

better assessment skills
better communication skills
better understand and use of behavior modification skills
greater skill at active listening

4. What characteristics am I pleased by in myself?

trust
concern for others, empathy
optimism
self-awareness and continued striving for some flexibility
involvement in many areas

5. What characteristics am I not pleased by in myself?

ambiguity - especially in making decisions
self-criticism
organizational, management skills
lack of demonstrativeness

6. What expectations do I have for myself?

(a) In the present.

To get a well organized, smoothly managed system operating to mesh my family and professional commitments. To succeed as an intern.

(b) For the future.

To become a highly competant SRT or special ed teacher. To be a highly competant member of my family system.

7. What personal strengths or resources do I have available to offer others (peers and students)?

concern for the other person
interest in many activities
lots of energy
good social and academic skills

8. What apprehensions, doubts or uncertainties do I have relevant to my role as an Intern?

That my 2 sons don't suffer from my commitments to the intern program. That is, that I have the abilities needed to carry out the program and to have some energy and time left over for family and myself.

9. **What sources of support do I think I will need during this learning experience?**

a good child-care program
my husband's support
honest feedback from instructors
support from other interns and instructors

10. **What are the ways in which I learn best, that is,**

(a) **What conditions do I want for my learning?**

1) informal groups with instructor
2) possibly independent study (never really tried it)

(b) **What activities do I want to be involved in?**

groups - with peers and with students
outdoor activities with students and peers.

11. **What am I willing to do to learn, that is,**

(a) **What attitudes will I live by?**

Do what it takes to do a good job.

(b) **What risks am I willing to take?**

failing at this altogether
upsetting my family

12. **What do I feel will be the most useful ways to evaluate my progress, i.e., what kind of feedback and data?**

One-to-one assessment of progress from time to time using specifics. I like the theme of "strong, adequate, recycle."

13. **Additional Comments:**

Difficult questionnaire - some real zingers!

Sample 3a

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Individual Reflections

Having completed two sequences of the Internship Program, it is time to look back on the first ten weeks. Your views will help in planning and evaluating our program.

I. General Thoughts and Feelings About Internship.

1. What aspects of the Internship do you regard as strengths up to this point?

practicum supervision - observations of super.
- feedback from super.
- support and challenges
- honest
experience as part of a teaching team
course work
residental site visits
evaluation process - built-in feedback is good

2. What aspects do you view as weaknesses?

? (My problem is not seeing weaknesses.)
Human Relation Lab - a large group which meets for 75 min. every 2nd week does not seem too effective in reaching the objectives which I have for it; i.e. observing and working through group process in the here and now.

3. Have any important things happened for you thus far in the Internship? Please explain.

My self-concept is growing more positive. As I see my successes so far in a program which I find challenging, my opinion of my abilities is increasing.

II. Self-Assessment.

Attached are your entry responses to the "Myself As A Learner" questionnaire. Please review your earlier self-assessment before completing the following questions:

1. What are your current priorities for the Internship? Please indicate major learning and growth goals you have for yourself at this time.

To increase my skills and competencies in individual counseling and behavior management.
To work effectively with staff as an SRT.
To do some group work.

2. **What kinds of things do you feel should happen in the next sequences to fulfill your goals (with regard to both seminar and practicum areas).**

To get good instruction in LSI and prove competent.
To have competent, skillful, honest supervision.
I want a supervisor who is willing to share skills and knowledge with me.
Opportunities for group (leadership) work. I am presently considering a field project around group activities.

3. **How do you feel about yourself in relation to the Mark Twain Internship Program at this point in time? In what ways might you be pleased with yourself? In what ways might you not be pleased?**

It still seems like the right thing for me now. I'm learning a lot which is what I came to the program for. As I said on front, I feel better about myself. I liked how the 1st practicum went on Team II. Not pleased - not getting enough "strongs."

Additional Remarks/Comments:

Name: ____________________________________

Note! Place "Individual Reflections" and "Myself As A Learner" in envelope and return to Stan.

Sample 3a

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Individual Reflections

Having completed two sequences of the Internship Program, it is time to look back on the first ten weeks. Your views will help in planning and evaluating our program.

I. General Thoughts and Feelings About Internship.

1. What aspects of the Internship do you regard as strengths up to this point?

practicum supervision - observations of super.
- feedback from super.
- support and challenges
- honest
experience as part of a teaching team
course work
residental site visits
evaluation process - built-in feedback is good

2. What aspects do you view as weaknesses?

? (My problem is not seeing weaknesses.)
Human Relation Lab - a large group which meets for 75 min. every 2nd week does not seem too effective in reaching the objectives which I have for it; i.e. observing and working through group process in the here and now.

3. Have any important things happened for you thus far in the Internship? Please explain.

My self-concept is growing more positive. As I see my successes so far in a program which I find challenging, my opinion of my abilities is increasing.

II. Self-Assessment.

Attached are your entry responses to the "Myself As A Learner" questionnaire. Please review your earlier self-assessment before completing the following questions:

1. What are your current priorities for the Internship? Please indicate major learning and growth goals you have for yourself at this time.

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To work effectively with staff as an SRT.
To do some group work.

2. **What kinds of things do you feel should happen in the next sequences to fulfill your goals (with regard to both seminar and practicum areas).**

To get good instruction in LSI and prove competent.
To have competent, skillful, honest supervision.
I want a supervisor who is willing to share skills and knowledge with me.
Opportunities for group (leadership) work. I am presently considering a field project around group activities.

3. **How do you feel about yourself in relation to the Mark Twain Internship Program at this point in time? In what ways might you be pleased with yourself? In what ways might you not be pleased?**

It still seems like the right thing for me now. I'm learning a lot which is what I came to the program for. As I said on front, I feel better about myself. I liked how the 1st practicum went on Team II. Not pleased - not getting enough "strongs."

Additional Remarks/Comments:

Name: ____________________________________

Note! Place "Individual Reflections" and "Myself As A Learner" in envelope and return to Stan.

Sample 3b

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Individual Reflections

Now that you have completed the Internship Program, it is an opportune moment to look back on the experience. Your views will help us in planning and evaluating our program. Attached is a form, "Myself as Learner," that you completed last July; you might find it helpful to refer to it as you reflect on the events of the past year.

I. General Thoughts and Feelings About Internship

1. What aspects of the internship do you regard as strengths?

   1) practicum/supervisors
   2) the intern group
   3) instructors/materials/concepts of courses
   4) human relations lab (see below)

2. What aspects do you regard as weaknesses?

   Human Relations Lab did not meet often enough
   some courses moved too slowly: psycho-ed
   curriculum

3. Have any important things happened to you in the internship? (Please explain)

   Yes - an increase in my self-confidence as a professional and in my self-esteem regarding my personal traits and abilities.

II. Evaluation of Progress Toward Own Goals and Expectations

1. Considering your original statement of goals and expectations, in which areas do you feel that progress has been made?

   1) learning skills and competencies in working with exceptional children
   2) learning more about myself personally and in relation to students and teammates.

2. In what areas do you feel some disappointment about your progress?

   Enough progress in developing assertiveness!!

3. How do you feel about yourself in relation to teaching adolescents with learning and emotional problems and being a resource to staff? In what ways are you pleased with yourself? In what ways might you not be pleased?

   I have grown a lot in increased skills in working with this type of student. I feel increased competence in being a resource to staff. Pleased at my ability to get through it all with a good perspective. Pleased at my ability to cope with frustrations.

Additional Remarks and Comments:

It has been the most productive and creative year of my professional years. Supervision of practicum was the most useful.

PLEASE RETURN QUESTIONNAIRE AND ATTACHMENTS TO LOIS AS SOON AS POSSIBLE; MUST BE AVAILABLE FOR CONFERENCE WITH STAN AND SUMMARIZED FOR 6/10/76 MEETING.

Sample 4

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Self-Evaluation Form

Name ______________________ Date 11/3/75

The major goal of the Mark Twain Teacher Internship Program is to prepare personnel to help teach pre-adolescents and adolescents of at least average intellectual potential who are having serious problems in coping with academic tasks, human relationships, and self-organization.

The ultimate objective is to promote teacher effectiveness in both professional competencies and personal characteristics judged to be critical for teaching youth with emotional and learning difficulties.

I. General Effectiveness

Let us assume that the professional teacher would be more or less effective depending on his or her: (a) level of skill, and (b) personal characteristics. Consider yourself and your skills and personal characteristics in relation to what you think would be acceptable for a teacher of adolescents with learning and emotional problems.

In general, how would you rate yourself on overall degree of effectiveness:

7 -- Very Strong
[✓ 6] -- Strong
5 --
4 -- Average
3 -- Weak
2 --
1 -- Very Weak

Please note that there are seven points on the above sample scale. However, in making your self-ratings you may place an x at any point along the continuum from 1 to 7.

PLEASE BE COMPLETELY HONEST -- THIS EVALUATION IS ONLY AS USEFUL OR VALID AS YOU ALLOW IT TO BE BY YOUR CANDIDNESS.

* *

Sample 5

Form Used for Practicum, Seminar, and Summary Evaluation of Intern Competencies

MARK TWAIN SCHOOL
14501 Avery Road
Rockville, Maryland 20853

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Evaluation Form

Intern ______________________ Date ______________________

Supervisor(s) ______________________ ______________________

A primary objective of the Mark Twain Teacher Internship Program is to promote effectiveness in both professional competencies and personal characteristics judged to be critical for teaching youth with emotional and learning difficulties. This form provides a means for assessing intern performance in both of these categories. It is expected that this evaluation format will serve as a focus for individual conferencing to promote continuing professional development.

I. Professional Competency.
Consider the above named intern in relation to what you think would be an acceptable level of skill for a teacher of adolescents with learning and emotional problems. Thus, for the purpose of this evaluation, judging the intern as "Effective" in a competency would mean you believe this level of skill to be acceptable or adequate. Indicating "Highly Effective" would mean that you judge the intern as having advanced well beyond an acceptable or adequate level. "Needs Strengthening" would mean that you judge the intern as not yet having reached an acceptable or adequate level.

Please note that there are seven points on each rating scale. However, in making your ratings, you may place an X at any point along the continuum from 1 to 7. If you feel unable to rate the intern in a particular subcompetency, circle the "N" in the "No Opinion" column. Please write comments, if any, in the spaces provided.

Competency Learning Area	Competency Objectives	Needs Strength		Effective			Highly Effective		No Opinion
I. Psychoeducational Assessment	1.1. Able to complete a psychoeducational profile, including learner strengths and weaknesses, style, and interpersonal functions.	1	2	3	4	5	6	7	N
	1.2. Able to use assessment information for planning an individual program and for evaluation of progress.	1	2	3	4	5	6	7	N
	Comments: *Used data for EMT presentation. Excellent feedback from EMT members His process was facilative to future EMT processes. Several informal assesments also used sucessfully.*								
II. Human Relations and Counseling	2.1. Able to comprehend and communicate effectively in an educational setting.	1	2	3	4	5	6	7	N
	2.2. Able to interact with empathy, respect, specificity, self-awareness, and self-acceptance.	1	2	3	4	5	6	7	N
	2.3. Able to facilitate attainment of humanistic educational objectives in groups.	1	2	3	4	5	6	7	N
	Comments: *Suggestions and rapport with math teachers and SASSE teachers have been very appropriate and well-timed. Excellent counseling skills with students, especially in LSA Model. Strength area Is taking group instruction classes Will explain later*								
III. Curriculum Development and Implementation	3.1. Able to plan and organize an instructional system appropriate to the cognitive and affective needs of students.	1	2	3	4	5	6	7	N
	3.2. Able to develop and select curriculum content appropriate to the cognitive and affective needs of the student.	1	2	3	4	5	6	7	N
	3.3. Able to plan and implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.	1	2	3	4	5	6	7	N
	3.4. Able to select appropriate instructional materials from available resources and develop materials necessary to individualize instruction.	1	2	3	4	5	6	7	N
	Comments: *Good work with individual needs in math area and gathering resources was very helpful to students and teachers. Will expand areas in future.*								

Note: Completed by seminar instructor and each of three practicum supervisors.
This form has been used with minor revisions, but containing the same categories of information, each internship year.

APPENDIX E cont.

Competency Area	Competency Objectives	Needs Strength	Effective	Highly Effective	No Opinion
IV. Behavior Management	4.1. Able to establish and reinforce behavioral values, expectations and limits in an educational setting.	1 2	3 4 5	6 7	N
	4.2. Able to identify and teach strategies for coping with conflict and frustration in an educational setting.	1 2	3 4 5	6 7	N
	4.3. Able to develop and use teacher intervention techniques to effectively manage disruptive school behavior.	1 2	3 4 5	6 7	N
	Comments: *Excellent classroom management and behavior management in SASSE group. Had an effective frustration experience with positive feedback results from students. LST are very good. Excellent contract and strategies work.*				
V. Systems Analysis and Consultation	5.1. Able to formulate and communicate concepts of family, community, and educational systems and their effects on student behavior and adjustment.	1 2	3 4 5	6 7	N
	5.2. Able to identify and use organizational processes and structures for communication, decision-making, and conflict resolution.	1 2	3 4 5	6 7	N
	5.3. Able in a consultative process to help others identify and understand student, staff, and own behavior within a given system.	1 2	3 4 5	6 7	N
	Comments: *SASSE team meetings and health dept. meetings were very good. Has counselled with several teachers in many areas of the school using a variety of techniques appropriate to each person. Could manage the advocate and teacher role effectively.*				

II. Personal Characteristics.

Consider how typically the intern displays the following highly valued characteristics. For the purpose of this evaluation, "Effective" means the intern often displays each of the attributes comprising the personal characteristic. "Highly Effective" means he or she typically displays each of the attributes for that characteristic. "Needs Strengthening" would mean that the intern does not often display each of the attributes.

Please note again that there are seven points on each rating scale. In marking your ratings you may place an X at any point along the continuum from 1 to 7. Circling "N" indicates that you feel unable to rate the intern on that characteristic. Please write any comments in the spaces provided.

Characteristic	Criteria Attributes	Needs Strength	Effective	Highly Effective	No Opinion
Emotional Stability	As evidenced by reality orientation, sense of humor, calmness and appropriateness of involvement in crisis situations, perseverance under stress, optimism, satisfaction from own efforts, honesty with self and others, resilience, and flexibility.	1 2	3 4 5	6 7	N
	Comments: *Strong area for intern. Appropriate crisis involvement and calmness.*				
Interpersonal Relations	As evidenced by respect for and interest in others, openness to ideas of others, ability to work in groups, empathy and warmth towards others, and appreciation of strengths in others.	1 2	3 4 5	6 7	N
	Comments: *Initiative and follow-through has been excellent! Inter-personal skills excellent!*				
Initiative and Follow Through	As evidenced by courage to initiate new ideas, thoroughness, ability to work independently, willingness to engage in problem solving, and willingness to try new alternatives.	1 2	3 4 5	6 7	N
	Comments: *See comment above.*				

Sample 6

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Course Performance Worksheet

Date 1/28/76

Name of Intern ____________________ Coordinator ____________________

Professional Competency

	Assigned Task	Rel. Objective	Complete	Incomplete (Indicate R for recycle)	Overdue
1.	*MT-04*	*X*	*all complete*		
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Comments:

Personal Characteristics

/Emotional Stability/

	NI	EFF.	NA
Reality Orient.		*X*	
Sense of Humor		*X*	
Calmness/ Appro. in Crisis		*X*	
Persever. in stress		*X*	
Optimism		*X*	

Comments:

/Interpersonal Relations/

	NI	EFF.	NA
Respect for/ Int./others		*X*	
Openness to others'ideas		*X*	
Abil. to work in groups		*X*	
Empathy/ Warmth		*X*	
Appre. of others'strenths		*X*	

Comments:

/Initiative & Follow Thru/

	NI	Eff.	NA
Initiates new ideas		*X*	
Thoroughness		*X*	
Abil. to work independently		*X*	
Willingness to problem solve		*X*	
Willingness to try new altern.		*X*	

Comments:

A very positive person - Has a nice outlook on things.

Sample 7

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Progress Worksheet Summary

Intern______________________________

Date________________________

/PROFESSIONAL COMPETENCY/

Practicum					Seminar		
Comp. Area	NI	EFF	H. EFF	NA	Task	C	R
MT-01					1		
					2		
					3		
					4		
					5		
					6		
					7		
					8		
MT-02					1		
					2		
					3		
					4		
					5		
					6		
					7		
					8		
MT-03					1		
					2		
					3		
					4		
					5		
					6		
					7		
					8		
MT-04					1		
					2		
					3		
					4		
					5		
					6		
					7		
					8		
MT-05					1		
					2		
					3		
					4		
					5		
					6		
					7		
					8		

Key: c - complete
r - recycle

/PERSONAL CHARACTERISTICS/

# of raters____

/Emotional Stability/

	NI		EFF		H.EFF		NA	
	P	S	P	S	P	S	P	S
Reality Orient.								
Sense of humor								
Calmness/Approp. in Crisis								
Perseverance in stress								
Optimism								

/Interpersonal Relations/

	NI		EFF		H.EFF		NA	
	P	S	P	S	P	S	P	S
Respect for/Int. in others								
Openess to others' ideas								
Ability to work in groups								
Empathy/Warmth								
Apprec. of others strengths								

/Initiative & Follow Thru/

	NI		EFF		H.EFF		NA	
	P	S	P	S	P	S	P	S
Initiates new ideas								
Thoroughness								
Ability to work independently								
Willingness to problem solve								
Willingness to try new alternatives								

Sample 8

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Level 5 Intern Evaluation Comments for Conferencing

Name ______________________ Date 6/2/76

Strengths

Gets a lot done	*Comforting, low key strength*
Nice use of humor	*Good judgement under stress - (eg., kid and teacher)*
	Dealt well with confrontation-
	Well respected by others-
	High tolerance for ambiguity

Growth/Gains During Year

Seeing our strengths - beginning to appreciate helpfulness to others

Taking more leadership - speaking up as wanted to

Needs for Continued Development

Take care of self sometimes before always placing others first

Be able to say "no" or "I can't"

Sample 9

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Summary Evaluation Form

Name______________________________________ Date______________________

I. INTRODUCTION

The major goal of the Mark Twain Teacher Internship Program is to prepare personnel to help teach pre-adolescents and adolescents of at least average intellectual potential who are having serious problems in coping with academic tasks, human relationships, and self-organization. To accomplish this goal the combined faculties of the Mark Twain Programs conducts an intensive ten-month, full-time graduate level program leading to state certification in special education and a minimum of 32 in-service credit hours.

The Mark Twain Teacher Internship is a competency-based program with an integration of seminars, practicum and individualized project experiences. As part of the program, all interns are required to have practicum experience in both the Mark Twain School and Mark Twain School-Based Programs. The ultimate objective is to promote teacher effectiveness in both professional competencies and personal characteristics judged to be critical for teaching youth with emotional and learning difficulties.

The purpose of this Summary Evaluation Form is to provide an official faculty statement of the above intern's level of effectiveness upon completion of the Mark Twain Internship Program. The summary evaluation represents a composite judgement based on evaluations by practicum supervisors and the following competency coordinators: Tom Beuglas, Student Resource Teacher, Mark Twain School-Based Programs; Maxine Counihan, Program Specialist, Mark Twain School-Based Programs; Stanley Fagen, Supervisor of Professional Development, Mark Twain School; Jeffery Hill, Science Teacher, Mark Twain School; Harry Klugel, Social Studies Teacher, Mark Twain School; Phyllis McDonald, Director of Police-Student Relations Project, Mark Twain School; Geraldine Meltz, Supervisor of Mark Twain School-Based Programs; Judy Tarr, Diagnostic-Prescriptive Teacher, Mark Twain School.

Successful completion of the Mark Twain Teacher Internship Program is contingent upon demonstrated attainment of an effective level of professional competency for each of the fifteen sub-competency criteria designated in Section II. Professional Competency Evaluation.

______________________________ has successfully completed the Mark Twain Teacher Internship Program during the period August, 27, 1975 to June 18, 1976.

II. Professional Competency Evaluation

The Mark Twain Teacher Internship Program is designed to promote competency in the following five areas judged to be critical for teaching youth with emotional and learning difficulties: psycho-educational assessment, human relations and counseling, curriculum development and implementation, behavior management, and systems analysis and consultation.

To properly interpret this evaluation of professional competency the following definition of terms should be applied:

Highly Effective - Has demonstrated a level of competence well beyond that which is considered adequate or acceptable for teaching adolescents with learning and emotional problems.

Effective - Has demonstrated a level of competence which is considered clearly adequate or acceptable for teaching adolescents with learning and emotional problems.

Needs Strengthening - Has demonstrated a level of competence which is not yet considered adequate or acceptable for teaching adolescents with learning and emotional problems.

Competency Area	Sub-Competency Criteria	Effectiveness		
		Highly Effective	Effective	Needs Strengthening
COMPETENCY 1 Psychoeducational Assessment	1.1. Able to complete a psycho-educational profile, including learner strengths and weaknesses, style, and interpersonal functions.	☒	☐	☐
	1.2. Able to use assessment information for planning an individual program and for evaluation of progress.	☒	☐	☐
	Remarks: Assessed and implemented program changes for numerous students. Teacher's use suggestions for programming.			
COMPETENCY 2 Human Relations and Counseling	2.1. Able to comprehend and communicate effectively in an educational setting.	☒	☐	☐
	2.2. Able to interact with empathy, respect, specificity, self-awareness and self-acceptance in an educational setting.	☒	☐	☐
	2.3. Able to facilitate attainment of humanistic educational objectives in groups.	☒	☐	☐
	Remarks: Very skillful in counseling students with problems. Students and teachers value her work, and report positive changes.			

Competency Area	Sub-Competency Criteria	Effectiveness		
		Highly Effective	Effective	Needs Strengthening
COMPETENCY 3 Curriculum Development and Implementation	3.1. Able to plan and organize an instructional system appropriate to the cognitive and affective needs of students.	☒	☐	☐
	3.2. Able to develop and select curriculum content appropriate to the cognitive and affective needs of the student.	☒	☐	☐
	3.3. Able to plan and implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.	☒	☐	☐
	3.4. Able to select appropriate instructional materials from available resources and develop materials necessary to individualize instruction.	☒	☐	☐
	Remarks: Was very effective in helping regular teachers adapt or modify existing curriculum to meet needs for low skill students.			
COMPETENCY 4 Behavior Management	4.1. Able to establish and reinforce behavioral values, expectations and limits in an educational setting.	☒	☐	☐
	4.2. Able to identify and teach strategies for coping with conflict and frustration in an educational setting.	☒	☐	☐
	4.3. Able to develop and use teacher intervention techniques to effectively manage disruptive school behavior.	☒	☐	☐
	Remarks: Excellent repertoire of management techniques, which she applies to classroom problems. Models effectively for other teachers and students.			

Competency Area	Sub-Competency Criteria	Effectiveness		
		Highly Effective	Effective	Needs Strengthening
COMPETENCY 5 Systems Analysis and Consultation	5.1. Able to formulate and communicate concepts of family, community, and educational systems and their effects on student behavior and adjustment.	☒	☐	☐
	5.2. Able to identify and use organizational processes and structures for communication, decision-making, and conflict resolution.	☒	☐	☐
	5.3. Able in a consultative process to help others identify and understand student, staff and own behavior within a given system.	☒	☐	☐
	Remarks: Established cooperative, trusting relations with staff in developing new SRC program in senior high school.			

III. Personal Characteristics

The Mark Twain Teacher Internship Program highly values and seeks to foster personal growth in the following personal characteristics: emotional stability, positive interpersonal relations, and initiative.

To properly interpret this evaluation of personal characteristics the following definition of terms should be applied:

Highly Effective - Typically displays each of the attributes comprising the indicated personal characteristic.

Effective - Often displays each of the attributes comprising the indicated personal characteristic.

Needs Strengthening - Does not often display each of the attributes compromising the indicated personal characteristic.

Characteristic	Criteria Attributes	Effectiveness		
		Highly Effective	Effective	Needs Strengthening
Emotional Stability	As evidenced by: reality orientation; sense of humor; calmness and appropriateness of involvement in crisis situations; perseverance under stress; optimism, satisfaction from own efforts; honesty with self and others; resilience; flexibility.	☒	☐	☐
	Remarks: Maintains healthy sense of humor and calmness in the midst of pressured situations.			
Interpersonal Relations	As evidenced by: respect for and interest in others; openness to ideas of others; ability to work in groups; empathy and warmth towards others; appreciation of strengths in others.	☒	☐	☐
	Remarks: Highly respected by others and very sensitive to others' needs. Has grown in ability to confront without debasing other.			
Initiative and Follow Through	As evidenced by: courage to initiate new ideas; thoroughness; ability to work independently; willingness to engage in problem solving; willingness to try new alternatives.	☒	☐	☐
	Remarks: Has demonstrated reliability and productivity throughout the year. Has shown much potential for leadership; takes initiative frequently.			

IV. Comments of Person Evaluated

V. Signatures

Program Director ______________________ Date 6/15/76

Person Evaluated ______________________ Date 6/15/76

(Enter Additional Comments in this Space)

TABLE 4

Final Evaluation Ratings of Intern Competencies

	Intern 1			Intern 2			Intern 3			Intern 4			Intern 5		
Competency	S	P	Final	S	P	Final	S	P	Final	S	P	Final	S	P	Final
1.1	5.9	6.3	6.2	6.0	7.0	6.7	6.1	6.0	6.0	7.0	6.0	6.3	5.1	6.0	5.7
1.2	6.0	7.0	6.7	5.8	7.0	6.6	6.0	6.0	6.0	7.0	6.0	6.3	6.5	6.5	6.5
2.1	6.0	6.0	6.0	6.0	7.0	6.7	6.0	7.0	6.7	6.0	7.0	6.7	6.0	7.0	6.7
2.2	6.0	7.0	6.7	6.0	7.0	6.7	6.0	7.0	6.7	7.0	7.0	7.0	6.0	7.0	6.7
2.3	6.0	7.0	6.7	6.0	7.0	6.7	5.0	6.3	5.8	6.0	7.0	6.7	6.0	6.0	6.0
3.1	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	5.0	6.0	5.7	5.0	6.0	5.7
3.2	7.0	6.0	6.3	7.0	7.0	7.0	7.0	7.0	7.0	5.0	6.0	5.7	5.0	5.5	5.3
3.3	7.0	7.0	7.0	7.0	7.0	7.0	6.0	7.0	6.7	6.0	6.0	6.0	6.0	5.5	5.7
3.4	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	6.0	6.3	6.2	6.0	5.5	5.7
4.1	5.0	7.0	6.3	5.0	7.0	6.3	5.0	6.0	5.7	5.0	7.0	6.3	5.0	6.5	6.0
4.2	6.0	6.3	6.2	6.0	7.0	6.7	5.0	6.0	5.7	6.0	7.0	6.7	5.0	6.5	6.0
4.3	6.0	7.0	6.7	6.0	7.0	6.7	5.0	6.0	5.7	6.0	7.0	6.7	6.0	6.5	6.3
5.1	5.0	7.0	6.3	7.0	7.0	7.0	5.0	6.0	5.7	5.0	7.0	6.3	5.0	6.5	6.0
5.2	5.0	7.0	6.3	5.0	7.0	6.3	5.0	7.0	6.3	5.0	7.0	6.3	5.0	6.5	6.0
5.3	6.0	7.0	6.7	7.0	7.0	7.0	5.0	7.0	6.3	6.0	7.0	6.7	6.0	6.5	6.3
I	7.0	7.0	7.0	7.0	7.0	7.0	5.0	6.0	5.5	6.0	7.0	6.5	5.0	7.0	6.0
II	7.0	7.0	7.0	7.0	7.0	7.0	6.0	7.0	6.5	6.0	7.0	6.5	6.0	7.0	6.5
III	7.0	7.0	7.0	7.0	7.0	7.0	6.0	7.0	6.5	6.0	7.0	6.5	5.0	7.0	6.0

Highly Effective - 5.5 or more
Effective - 2.5 - 5.4
Needs Improvement - Under 2.5

S = Seminar
P = Practicum

Part 4. Instruction: In-Service Courses

Summary of Competency, Performance Objectives, and Tasks - 1976-77 Revision

/Competency Area 1: Psychoeducational Assessment and Programming/

Competency 1.1: Ability to collect and use data to assess learner's strengths and weaknesses, style, and interpersonal relations.

P.O. 1.1.1. The participant will demonstrate ability to assess pupil functioning in the educational domain, making appropriate inferences about possible cultural exposure, potential learning activities, ability to make use of opportunities and acquire new material, and impairment in functioning due to specific learning disability; and to use psychoeducational profile data to select, develop, and/or implement strategies for achieving stated instructional and behavioral objectives.

Task 1.1.1. The participant will demonstrate knowledge of the history, structure, and use of the WISC.

P.O. 1.1.2. The participant will demonstrate ability to assess development and functioning in the perceptual domain from a pupil's cumulative record, observational data, and formal and informal assessment techniques; and to use psychoeducational profile data to select, develop, and/or implement strategies for achieving stated instructional and behavioral objectives.

Task 1.1.2.(a) The participant will recognize and select data relating to pupil's perceptual development from cumulative record and observational data.

Task 1.1.2.(b) The participant will administer and interpret the data from the Slingerland or Malcomesius Specific Language Disabilities Tests.

Task 1.1.2.(c) The participant will define, indicate effects on school functioning, and select, appropriate formal and informal tests for visual memory; visual discrimination; visual to motor performance; auditory discrimination; auditory memory and auditory to motor memory; spatial, temporal and tactile functioning.

Task 1.1.2.(d) The participant will administer and interpret appropriate formal and informal tests for visual memory; visual discrimination; visual to motor performance; auditory discrimination; auditory memory and auditory to motor memory; spatial, temporal and tactile functioning.

Task 1.1.2.(e) The participant will list 15 behaviors which are indicative of possible specific learning disability (SLD).

P.O. 1.1.3. The participant will demonstrate ability to assess learning style from a pupil's cumulative record, observational data, and formal and informal assessment techniques; and to use psychoeducational profile data to select, develop, and/or implement strategies for achieving stated instructional and behavioral objectives.

Task 1.1.3.(a) The participant will classify a list of pupil behaviors according to Rosenberg's Rigid-Inhibited Style, Undisciplined Style, Acceptance-Anxious Style, or Creative Style.

Task 1.1.3.(b) The participant will recognize and select data indicative of pupil's learning style and successful program adjustments made for him from cumlative record.

P.O. 1.1.4. The participant will demonstrate ability to assess functioning in the affective domain, including self-concept, human relations, and problem solving style from a pupil's cumulative record, observational data, assessment techniques; and to use psychoeducational profile data to select, develop, and/or implement strategies for achieving stated instructional and behavioral objectives.

Task 1.1.4.(a) The participant will administer an interest survey or engage a pupil in an informal discussion of the pupil's interest, likes, dislikes, etc.

Task 1.1.4.(b) The participant will recognize and select data relevant to pupil's self-concept, interests, human relations and problem solving style from cumulative record and observational data.

P.O. 1.1.5. The participant will demonstrate ability to assess development and functioning in the cognitive domain from a pupil's cumulative record, observational data, and formal and informal assessment techniques; and to use psychoeducational profile data to select, develop, and/or implement strategies for achieving instructional and behavioral objectives.

Task 1.1.5.(a) The participant will identify the cognitive level of a student according to Piaget's classifications and list 5 indicators to support his/her choice.

Task 1.1.5.(b) The participant will demonstrate understanding of the use of a variety of materials to assess a pupil's level of cognition and to develop cognitive skills.

Task 1.1.5.(c) The participant will write typical curriculum questions, statements, and assignments according to Bloom's Taxonomy of Educational Objectives.

Task 1.1.5.(d) The participant will recognize and select data relating to pupil's cognitive development from cumulative record and observational data.

Competency 1.2: Ability to use assessment information for planning an individual program and for evaluation of progress.

P.O. 1.2.1. The participant will demonstrate the ability to select and utilize strategies and materials appropriate to the learning needs of students who exhibit significant learning problems.

Task 1.2.1.(a) The participant will describe and/or use with SLD pupils one or more of the following techniques or programs:

1) Orton's Guide to Teaching Phonics with Merrill and Lippincott Linguistic Readers;
2) Hickelman's Neurological Impress Remedial Reading Technique;
3) Structural Mathematics by Stern, Stern, and Gould;
4) VAKT and/or Fernald Spelling;
5) Rhythmic Spelling;
6) Audex-Motility Training and Phonics Program;
7) Michigan Teaching Program
8) Project Read

Task 1.2.1.(b) The participant will list at least 15 techniques and program adjustments appropriate for pupils with SLD's.

Task 1.2.1.(c) The participant will recommend specific curriculum adjustments and teaching techniques in subject areas to meet a student's needs and indicate the assessment data that supports the recommendations.

Task 1.2.1.(d) The participant will demonstrate planning for and/or use of program adjustments and strategies based on pupil interests.

Task 1.2.1.(e) The participant will demonstrate planning for and/or use of program adjustments and instructional strategies based on the pupil's cognitive functioning profile.

Task 1.2.1.(f) The participant will demonstrate understanding of and/or uses of Rosenberg's concepts of learning style from Diagnostic Teaching.

/Competency Area 2: Human Relations and Counseling/

Competency 2.1: Ability to comprehend and clarify individual communications in an educational setting.

P.O. 2.1.1. The participant will demonstrate ability to comprehend individual communications, in terms of content and feeling, with students and peers.

Task 2.1.1.(a) The participant will accurately identify and discriminate the content and feeling of written communications.

Task 2.1.1.(b) The participant will accurately identify and discriminate the content and feeling of verbal communications in an individual counseling simulation.

P.O. 2.1.2. The participant will demonstrate ability to identify the level of owership of feelings expressed in written and verbal communications.

Task 2.1.2. The participant will accurately identify the level of ownership of feelings in written and verbal communications by attaining 80% of correct ratings of speaker responses.

Competency 2.2: Ability to interact with empathy, respect, and self-acceptance in an educational setting and promote effective resolutions of helpee problems.

P.O. 2.2.1. The participant will demonstrate knowledge of the concept and expression of respect in counseling and human relations.

Task 2.2.1. The participant will define the concept and expression of respect through appropriately writing respectful and disrespectful responses to helpee statements.

P.O. 2.2.2. The participant will demonstrate knowledge of the concept and expression of empathy in counseling and human relations.

Task 2.2.2. The particpant will define the concept and expression of empathy through appropriate categorizing of levels of empathic expression.

P.O. 2.2.3. The participant will demonstrate self-acceptance by sending "I messages" (for disclosure, immediacy, and confrontation) in an individual counseling simulation.

Task 2.2.3. The participant will, for each of three taped situations, respond with "I messages" for disclosure, immediacy, and confrontation.

P.O. 2.2.4. The participant will demonstrate ability to use counseling skills (including appropriate levels of respect and empathy, checkpoint summaries, and "I messages") in following the Life Space Analysis model.

Task 2.2.4.(a) The participant will demonstrate the use of counseling skills by making a tape of a simulation counseling session following the Life Space Analysis model.

Task 2.2.4.(b) The participant will complete a written worksheet (following the Life Space Analysis model) while listening to a fellow participant's tape.

P.O. 2.2.5. The participant will demonstrate knowledge of strategies for promoting effective resolutions of helpee problems.

Task 2.2.5. The participant will demonstrate understanding of the resolution phase of counseling by identifying a resolution strategy appropriate to a problem situation presented in a written case description.

Competency 2.3: Ability to facilitate attainment of humanistic educational goals and objectives in groups.

P.O. 2.3.1. The participant will demonstrate ability to formulate humanistic (affective) educational goals and objectives for groups of students and staff.

Task 2.3.1.(a) The participant will state explicit affective goals and objectives related to personal, interpersonal, and system levels of transaction in an educational setting.

Task 2.3.1.(b) The participant will identify illustrative behavior criteria for evaluating progress towards explicitly stated affective objectives.

P.O. 2.3.2. The participant will demonstrate ability to select and develop strategies for achieving affective objectives in groups.

Task 2.3.2.(a) The participant will identify at least two specific activities for promoting affective objectives at the personal, interpersonal, and system level of transaction.

Task 2.3.2.(b) The participant will develop at least one original activity for promoting affective objectives at the personal, interpersonal, and system level of transaction.

P.O. 2.3.3. The participant will demonstrate knowledge of and ability to select a variety of leader functions appropriate to the objectives for and needs of the group.

Task 2.3.3. The participant will select and describe a set of leader functions designed to promote attainment of specific objectives in a group situation.

/Competency Area 3: Curriculum Development and Implementation/

Competency 3.1: Ability to plan and organize an individualized instructional system appropriate to the cognitive and affective needs of the student.

P.O. 3.1.1. Participant will be able to design an appropriate individualized management system for a classroom.

Task 3.1.1.(a) Participant will write one paragraph describing the relationship between curriculum and classroom management and individualized instruction including a definition of both in class.

Task 3.1.1.(b) Participant will design a system for his own classroom.

Competency 3.2: Ability to develop and select curriculum objectives and content appropriate to the cognitive and affective needs of the student.

P.O. 3.2.1. The participant will be able to formulate affective objectives for any subject matter area for student with problems.

P.O. 3.2.1.(a) The participant will participate in several affective exercises to allow him experience from which he can begin to form a personal opinion.

P.O. 3.2.1.(b) The participant will prepare with others a group affective domain.

P.O. 3.2.1.(c) Participant will be able to compare unique class hierarchy to author's model.

P.O. 3.2.1.(d) Participant will clarify his own values in regard to spectrum of values which can be taught in a classroom.

P.O. 3.2.1.(e) Participant will write objectives for attaining skills which are appropriate for their respective classes and themselves.

Task 3.2.1.(a-e) Participant will write five affective objectives based on his classroom.

P.O. 3.2.2.(a) Participant will have knowledge of processing skills.

Task 3.2.2.(a) Participant will label categories of processing skills in a hierarchy.

P.O. 3.2.2.(b) Participant will be able to write processing objectives as part of a content area.

Task 3.2.2.(b) Participant will write 3 or 4 cognitive objectives for a content area.

P.O. 3.2.2.(c) Participant will demonstrate understanding of and be able to classify statements according to the stage of moral development presented by Kohlberg.

Task 3.2.2.(c) Participant will, after listening to a tape of statements made by children, accurately identify in writing the level of moral development each statement represents.

P.O. 3.2.3. Participant will be able to design high interest instructional materials which teach basic skills.

Task 3.2.3. Participant will design a mini-unit of instruction which is high interest and teaches to basic skill objectives.

Competency 3.3: Ability to plan and implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.

P.O. 3.3.1. Participant will be able to select, and/or design and teach affective strategies.

P.O. 3.3.1.(a) Participant will be able to select an appropriate source of affective strategies based on an affective objective.

Task 3.3.1.(a) Participant will select 5 resources for affective strategies with a written rationale and submit on 5" x 8" cards for class catalogue.

P.O. 3.3.1.(b) Participant will be able to select an appropriate affective strategy band on a specific affective objective.

Task 3.3.1.(b) Participant will submit to instructor one objective with matching strategy.

P.O. 3.3.1.(c) Participant will be able to apply affective strategy.

Task 3.3.1.(c) Participant will audiotape application of one affective strategy in his own classroom. Objective should be stated at start of audiotape.

P.O. 3.3.1.(d) Participant will be able to apply strategies to help students discover their own values or openness.

Task 3.3.1.(d) Participant will submit one audiotape of a student's values strategy selected from the resource file of exemplary strategies.

P.O. 3.3.2. Participant will demonstrate ability to use moral dilemmas as a strategy for developing processing skills.

Task 3.3.2. Participant (in a group of four or five) will choose a dilemma (provided in class), role play a stage of moral development, and discuss the stage played by group members.

P.O. 3.3.3.(a) Participant will be able to apply strategies to teach creativity.

Task 3.3.3.(a) Participant will audiotape complete application of one strategy to teach creativity.

P.O. 3.3.3.(b) Participant will be able to apply strategies to teach creative drama.

Task 3.3.3.(b) Participant will audiotape complete application of one creative drama strategy.

P.O. 3.3.3.(c) Participant will be able to design learning activities which teach specific traits of creativity.

Task 3.3.3.(c) Participant will submit one exercise for each trait, i.e., fluency - list all the different uses you can think of for a paper clip.

P.O. 3.3.4. Participant will be able to select and apply games and simulations in the classroom.

P.O. 3.3.4.(a) Participant will be able to describe advantages of gaming based on personal experience.

Task 3.3.4.(a) Participant will assess his own classroom for one week and prepare a list of those learning objectives which may be met more effectively through games.

P.O. 3.3.4.(b) Participant will be able to plan the preparation of a classroom session which uses a game.

Task 3.3.4.(b) Participant will select and prepare a game for use in his classroom.

P.O. 3.3.4.(c) Participant will be able to evaluate games as an instructional material.

Task 3.3.4.(c) Participant will complete at least 3 sheets entitled Criteria for Evaluation of Educational Games.

P.O. 3.3.5. Participant will be able to design classroom strategies based on principles of precision teaching to motivate and teach students deficient in basic skills.

Task 3.3.5. Participant will design 2 strategies and report progress.

P.O. 3.3.6.(a) Participant will be able to develop an original lesson plan for a classroom activity which further expands one aspect of Future Study and value education.

Task 3.3.6.(a) Participant will develop a written lesson plan for a classroom activity which clearly indicates and describes a method for expanding one aspect of Future Study and value education. (i.e., possible, probable or preferable future)

P.O. 3.3.6.(b) Participant will be able to use five value clarification strategies and/or activities with students or peers.

Task 3.3.6.(b) Participant will demonstrate techniques for presenting at least five value clarification strategies, and/or activities in small group lessons with adults or students by presenting a videotape or audiotape.

P.O. 3.3.6.(c) Participant will be able to develop an original value clarification strategy or an innovative way of presenting an established strategy and present it to the in-service class.

Competency 3.4: Ability to select appropriate instructional materials and media from available resources and develop materials necessary to individualize instruction.

P.O. 3.4.1. Participant will be able to select and apply multi-media.

P.O. 3.4.1.(a) Participant will evaluate McLuhan's theory of the mind's ability to absorb several sensory impulses simultaneously.

Task 3.4.1.(a) The participant will, following the presentation, be asked to react to it by writing appropriate answers to specified questions.

P.O. 3.4.1.(b) Participant will apply McLuhan's principles to a classroom and specific learning processes.

Task 3.4.1.(b) Participant will, following a discussion of McLuhan's theories, be able to classify at least seven media as "hot" or "cold."

P.O. 3.4.1.(c) Participant will evaluate teacher and/or student made media.

Task 3.4.1.(c) Participant will help formulate a group definition of multi-media and multi-sensory, and then evaluate one teacher and/or student made multi-sensory presentation.

P.O. 3.4.2. Participant will be able to identify and use multi-media "hardware."

P.O. 3.4.2.(a) Participant will become aware of the various "hardware" available and that there are advantages and disadvantages of each.

Task 3.4.2.(a) The participant will be able to list the advantages and disadvantages of at least one piece of equipment.

P.O. 3.4.2.(b) Participant will demonstrate ability to use various audiovisual equipment.

Task 3.4.2.(b) Participant will be able to operate specified pieces of audiovisual equipment.

P.O. 3.4.3. Participant will be able to teach film evaluation.

P.O. 3.4.3.(a) Participant will be able to identify examples of film making techniques in a series of films.

Task 3.4.3.(a) Participant will view a film independently and complete a film evaluation sheet.

P.O. 3.4.3.(b) Participant will be able to design pre- and post-film learning activities.

Task 3.4.3.(b) Participant will view one film and design learning activities independently.

P.O. 3.4.4. Participant will be able to modify (individualize) text materials to meet the needs of students deficient in basic skills.

Task 3.4.4. Participant will prepare one mini-packet for a student in his own class.

P.O. 3.4.5.(a) Participant will be able to identify high interest commercial materials to be used for students deficient in basic skills.

P.O. 3.4.5.(b) Participant will be able to define criteria for high interest instructional materials.

Task 3.4.5.(a-b) Participant will submit list of 6 recommended high interest materials which meet the criteria.

/Competency Area 4: Behavior Management/

Competency 4.1: Ability to establish and reinforce behavioral values, standards, and limits in an educational setting.

P.O. 4.1.1. The participant will demonstrate ability to identify a personal set of basic behavior standards and limits for all persons in a learning environment (children and staff), including rights and responsibilities (the value-base for setting expectations) and likely consequences of adherence to such standards within and outside the school.

Task 4.1.1.(a) The participant will prepare a list of rights and responsibilities which reflect his basic values for student behavior in a school environment.

Task 4.1.1.(b) The participant will identify significant desirable behaviors (positive standards) which honor or satisfy a specific right or responsibility.

Task 4.1.1.(c) The participant will identify significant behavior violations (limits) which are unacceptable for a specific right or responsibility.

Task 4.1.1.(d) The participant will identify the likely consequences of adhering to specific standards and limits within and outside the school.

P.O. 4.1.2. The participant will demonstrate knowledge and ability to design and manage a learning environment so as to enhance and reinforce one's behavior-values, including operant principles and procedures.

Task 4.1.2.(a) The participant will accurately identify, orally or in writing, at least five of seven design and management strategies for enhancing behavior-values as practiced by self or others (i.e., modelling, structuring physical environment, reinforcement, planned ignoring, regulated permission, stating and enforcing consequences, contracting).

Task 4.1.2.(b) The participant will demonstrate, through verification by field supervisor, videotape or audiotape, successful application of at least five of seven designs and management strategies for enhancing behavior-values.

Task 4.1.2.(c) The participant will design, implement and write up an operant program applied to a specific individual or group.

Competency 4.2: Ability to identify and teach strategies for coping with conflict and frustration in an educational setting.

P.O. 4.2.1. The participant will demonstrate knowledge of the conflict-frustration process.

Task 4.2.1.(a) The participant will describe, in writing, a frustration incident which indicates the goal frustrated, the conflict leading to that frustration, and the reaction to that frustration.

P.O. 4.2.2. The participant will demonstrate ability to identify and employ alternatives for teaching students to manage conflict and frustration.

Task 4.2.2.(a) The participant will develop an original written lesson plan illustrating at least one strategy for coping with frustration in each major area of adjustment (i.e., internal and external adjustments).

Task 4.2.2.(b) The participant will demonstrate an ability to induce a moderate frustration experience in a small group lesson and conduct a meaningful "acceptance" discussion, with adults or students, by presenting a videotape, audiotape, or scheduled observation.

Task 4.2.2.(c) The participant will demonstrate techniques for teaching at least one strategy for internal adjustment and one strategy for external adjustment in a small group lesson with adults or students by presenting a videotape, audiotape, or scheduled observation.

Competency 4.3: Ability to develop and use teacher-intervention techniques to effectively manage disruptive school behavior.

P.O. 4.3.1. The participant will demonstrate knowledge of surface management techniques.

Task 4.3.1.(a) The participant will accurately provide a written description of self or others applying at least nine of twelve surface management techniques.

P.O. 4.3.2. The participant will demonstrate ability to effectively use life-space interviewing.

Task 4.3.2.(a) The participant will demonstrate in a standardized simulation situation an effective application of a life-space interview.

/Competency Area 5: School Resources and Consultation/

Competency 5.1: Ability to use knowledge of group dynamics in school, family, and community with relationship to problem solving in a school setting.

P.O. 5.1.1. The participant will use knowledge of group dynamics and roles to facilitate problem solving within a school system.

Task 5.1.1.(a) The participant will identify formal and informal groups in a school and use this knowledge in program planning.

Task 5.1.1.(b) The participant will demonstrate knowledge of group processes and the roles participants play in groups (formal and informal).

Task 5.1.1.(c) The participant will demonstrate ability to be aware of differences between system roles and values, and personal roles and values.

Task 5.1.1.(d) The participant will identify decision-making processes in a group.

Task 5.1.1.(e) The participant will identify different leadership styles within a group.

Task 5.1.1.(f) The participant will recognize the relationship between group dynamics and goal achievement in a school situation.

P.C. 5.1.2. The participant will analyze and use concepts of family-school-community relationships.

Task 5.1.2.(a) The participant will recognize how overlapping of family system functions and school system functions can create conflict which affects child's learning and behavior.

Task 5.1.2.(b) The participant will identify areas where family dysfunction and/or school dysfunction may cause a "learning disability" symptom in a child.

Task 5.1.2.(c) The participant will identify overlapping functions of school, community, and home which can cause conflict.

Task 5.1.2.(d) The participant will demonstrate awareness of community resources which can support and supplement school resources.

Competency 5.2: Ability to demonstrate skill and knowledge in conferencing and consulting within and between systems.

P.O. 5.2.1. The participant will plan and conduct family-school conferences.

Task 5.2.1.(a) The participant will, given a set of circumstances which call for a family conference, construct a plan which will take into consideration the roles of all participants, so that reasonable expectations for action from all participants will follow.

Task 5.2.1.(b) The participant will demonstrate knowledge of techniques in family conferencing in simulations.

Task 5.2.1.(c) The participant will use skills of conferencing strategies to conduct family/school conferences.

P.O. 5.2.2. The participant will act as a consultant to school colleagues.

Task 5.2.2.(a) The participant will demonstrate knowledge of steps in a consultative relationship.

Task 5.2.2.(b) The participant will demonstrate ability to use consultation skills in a simulated conference.

Competency 5.3: Ability to effect school change through educational planning for individual students.

P.O. 5.3.1. The participant will demonstrate knowledge of techniques of problem analysis.

Task 5.3.1.(a) The participant will demonstrate knowledge of cybernetic techniques for conflict intervention.

P.O. 5.3.2. The participant will demonstrate ability to use knowledge of observation skills and problem solving to design and implement educational plans for problem children.

Task 5.3.2.(a) The participant will design and carry out an educational plan for a particular child and evaluate plan's effectiveness in meeting goals set forth in plan.

Mark Twain Course Offerings For 1976-77

The following Mark Twain courses are open to elementary and secondary teachers on a "first-come, first-served" basis. Priority will be given to Mark Twain Programs and Supplementary Education staff. MT-01, 02, 03, 04, 05, 06, and 08, are competency-based courses, meaning that participants will be required to demonstrate skill or knowledge for a given set of performance objectives. These objectives are listed in the Master Catalogue of In-Service Courses for Teachers under Mark Twain courses.

(MT-01) Psychoeducational Assessment and Programming -
Liz Glowa, Dave Litsey (3 credits)

Description: This course will involve extracting and categorizing data from pupil cumulative records; nature of intelligence; measuring intelligence and achievement; cognitive development and classification of skills in the cognitive domain; perceptual development and assessment; assessment of specific learning disabilities; techniques for teaching children with specific learning disabilities; assessment of learning styles and human relationships; planning student program adjustments.

Schedule: 15 class meetings, Thursdays, 4:30-7:30 p.m., beginning September 23, 1976; ending January 27, 1977. (Spring offering also)

(MT-02) Individual and Group Counseling -
Harvey Goldstein, Tom Beuglas, Evelyn Turner (3 credits)

Description: This course will include counseling and helping: their definition, objectives, process; listening for content and feeling; interacting with respect, empathy, specificity; integrating basic counseling skills; giving and receiving feedback; self-acceptance and sending "I messages;" life-space analysis and working toward resolution; planning for group counseling: objectives, leadership, format, and activities.

Schedule: 15 class meetings, Thursdays, 4:30-7:30 p.m., beginning September 23, 1976; ending January 27, 1977. (Spring offering also)

(MT-03) Curriculum Development and Implementation -
Harry Klugel (3 credits)

Description: This course places a heavy emphasis on affective and high interest curriculum for students with behavior problems. It covers individualized instruction; principles of effective instruction; classroom management systems; curriculum components; affective, cognitive, and academic performance and instructional objectives; teaching basic and academic skills through high interest and innovative topics; skill development in using special strategies to achieve affective, cognitive, and academic objectives; instructional materials related to affective and cognitive curriculum; assessment measures.

Schedule: 15 class meetings, beginning in the Spring.

(MT-04) Behavior Management -
Jeff Hill, Rich Mainzer, Paul O'Connell (3 credits)

Description: This course will focus on identification and services for children with learning and behavior problems; three major educational approaches to new learning; clarifying behavior values and limits; strategies for reinforcing behavior values; strategies for coping with conflict and frustration; intervention techniques for disruptive behavior; surface management, life space interviewing, operant procedures.

Schedule: 15 class meetings, Wednesdays, 4:00-7:00 p.m., beginning September 22, 1976; ending January 12, 1977. (Spring offering also)

(MT-05) School Analysis and Consultation -
Maxine Counihan, Fran Levin, Cheryl Lowenbach (3 credits)

Description: This course is involved with understanding the school function of roles, values, and norms; concept and importance of communicated expectations; models for effecting system change; crisis resource teacher, diagnostic-prescriptive teacher; problem-solving through school analysis; understanding relationships in a family system; a model for teacher consultation; critical incidents for consultation; styles and objectives of teacher consultation; positive intervention in negative feedback cycles.

Schedule: 15 class meetings, Tuesdays, 4:00-7:00 p.m., beginning September 21, 1976; ending January 11, 1977.

Mark Twain Elective Courses

(MT-06) Teaching Adolescents with Reading Problems -
Dottie Jackson, Laura Flaim (3 credits)

Description: This course is planned as a practical help for teachers working with adolescents who have reading problems. The following topics will be discussed and related competencies will be practiced and demonstrated by the participants: informal assessment of language skills; interpretation of assessment results; selection of high-interest-low-vocabulary material in the content field; use of techniques for teaching basic reading skills in the subject matter areas; application of readability formulas. Participants will assume active roles in the teaching-learning process.

Schedule: 15 class meetings, Tuesdays, 5:00-8:00 p.m., beginning September 21, 1976; ending January 11, 1977. (Spring offering also)

(MT-08) Skills for Group Leadership -
Stan Fagen, Roger Gessay, Mary Dunbar (3 credits)

Description: This is a competency-based course designed to promote skills for effectively leading groups in schools. Although the focus will be on leadership of groups with student members, course content will also be applicable to leading parent and staff groups. Course units will include: developing expectations for group behavior; establishing group goals; leadership style and functions; influence of leader behavior on the group; responsible leadership and self-awareness; promoting member esteem and involvement; selecting discussion themes, topics and objectives; planning strategies for group work; sharing leadership and teaming.

Schedule: 15 class meetings, beginning in the Spring.

MT-01. PSYCHOEDUCATIONAL ASSESSMENT

Course Outline

Session 1	Introduction of Course Nature of Assessment and Programming Pretest Part I
Session 2	Pretest Part II Obtained vs. Potential Problem-Solving Ability Use of Student Records Observation
Session 3	Intelligence Testing Conceptual Views of Modalities
Sessions 4-6	Assessment of Strengths/Weakness in the Perceptual Area Assessment of Strengths/Weakness in the Affective Domain (social-emotional factors)
Sessions 7-8	Assessment in the Subject Areas (reading, spelling, math) Synthesis of information into formulating hypothesis of nature and extent of learning difficulties
Sessions 9-13	Programming Utilizing Assessment Data: Task Analysis Materials Teaching Techniques Social-emotional Factors
Sessions 14-15	Management of Learning The Resource Role Final Evaluation of Participants, Course, Instructors

MT-01. PSYCHOEDUCATIONAL ASSESSMENT

Performance Objectives

Competency 1.1 - Ability to collect and use data to assess learner's strengths and weaknesses.

P.O. 1.1.1 - Demonstrate ability to assess pupil actual vs. expected functioning in the cognitive domain, making appropriate inferences about the possible cultural exposure, ability to make use of opportunities and acquire new material, and impairment of functioning through anxiety from test scores and sub-test patterns.

Task 1.1.1a - The participant will demonstrate knowledge of the history, structure and use of the WISC-R.

Task 1.1.1b - The participant will demonstrate ability to assess students' actual level of functioning vs. their expected level utilizing classroom observation, data from MCPS tests scores and the student record.

P.O. 1.1.2 - The participant will demonstrate ability to assess the student's strengths and weaknesses in the basic skill subjects utilizing information from pupil's cumulative record, observational data, and informal and formal assessment techniques.

Task 1.1.2a - The participant will administer and interpret the data from tests in each of the following areas.

1. reading
2. math
3. spelling

Task 1.1.2b - The participant will demonstrate ability to assess student's performance utilizing the MCPS reading, math, language continuums.

Task 1.1.2c - The participant will demonstrate ability to administer and interpret the behavior observation checksheets.

P.O. 1.1.3 - The participant will demonstrate ability to assess development and functioning in the perceptual domain from a pupil's cumulative record, observational data and formal and informal assessment techniques.

Task 1.1.3a - The participant will recognize and select data relating to pupil's perceptual development from cumulative record and observational data.

Task 1.1.3b - The participant will define, indicate effects on school functioning and select appropriate formal and informal tests for visual encoding, decoding and association; auditory encoding, decoding and association; Kinesthetic encoding, decoding and association; tactile encoding, decoding and association.

Task 1.1.3c - The participant will administer and interpret appropriate formal and informal tests for visual encoding, decoding and association; auditory encoding, decoding and association; Kinesthetic encoding, decoding and association; and Tactile encoding, decoding and association.

P.O. 1.1.4 - The participant will demonstrate ability to assess student's strengths and weaknesses in affective domain from a pupil's cumulative record, observational data, and informal and formal assessment techniques.

Task 1.1.4a - The participant will recognize and select data relating to the affective domain from the cumulative record and observational data.

Task 1.1.4b - The participant will define, indicate effects on school functioning, and select appropriate assessment measures in the affective domain.

Task 1.1.4c - The participant will administer and interpret appropriate formal and informal measures in affective domain.

Competency Area 1.2 - Ability to use assessment information for planning an individual program and for evaluation of progress.

P.O. 1.2.1 - Demonstrates ability to use data to assess student's strengths and weakness in the skill subjects.

Task 1.2.1a - Demonstrates ability to use assessment data to complete the Educational Management Plan Performance Objectives and Strengths and Needs.

P.O. 1.2.2 - Demonstrates ability to use assessment data to select, develop and implement strategies as well as materials for achieving stated instructional and behavioral objectives.

Task 1.2.2a - Describes and/or uses with pupil the following techniques: Contracting, TGT Games, Roleplaying, Teaming, Peer Tutoring, Physical Structuring, etc.

Task 1.2.2b - Lists at least 15 techniques and program adjustments appropriate for pupils who exhibit learning difficulties.

Task 1.2.2c - The participant will recommend specific strategies, approaches and materials to meet the needs of the EMP Instructional/Performance Objectives and indicate the assessment data that supports the recommendations.

Task 1.2.2d - Demonstrate planning for and/or use of program adjustments and strategies based on pupil strengths and weaknesses in the affective domain.

MT-02. INDIVIDUAL & GROUP COUNSELING: Course Description by Session - Fall 1976

Session	Topic	Related Task	Resource Material
1. Thurs., Sept. 23, 4:30-7:30 p.m.	Class Introductions. Overview of Seminar: Topics, Objectives, Expectations Introduction to Counseling: Definition, Objectives, Skills Counseling Skills Pretest Tape	—	Handout: Participant Questionnaire Handout: Definition & Objs. of Counseling Handout: Competency & Performance and Behavior Objectives Handout: Course Description by Session Handout: Behavior Objective Status Report Handout: Format for Partner Interview Handout: Seminar Participant Basic Data Form Handout: An Eclectic Approach to Counseling Readings: Handout: Log Forms
2. Thurs., Sept. 30, 4:30-7:30 p.m.	LSA: Conceptual Framework for Counseling. Listening for Feelings. Discriminations for Helpful Communications: Content from Feeling. Logs.	2.1.1.a.	Handout: Model for Life Space Analysis Worksheet Handout: List of Feeling Words (not filled in) Handout: Affective Construct System Negative Feelings Handout: Listening for Feelings Handout: Discriminating Content from Feeling: Practice Handout: Discriminating Content from Feeling: Written Readings: Handout: Log
3. Thurs., Oct. 7, 4:30-7:30 p.m.	Discriminating Content from Feelings (cont'd). Self-Acceptance. Discriminations for Helpful Communications Log Discussion	2.1.1.b.	Handout: Supplemental Reference: Interpersonal Style & Corporate Climate - Communication Revised Readings:

Session	Topic	Related Task	Resource Material
4. Thurs., Oct. 21, 4:30-7:30 p.m.	SHRT: Ownership of Feelings. Respect Training.	2.1.2.a	Handout: Communication of Respect Handout: Guide to Understanding Level of Conditions of Respect Handout: Guidelines for Formulation (Respect). Readings:
5. Thurs., Oct. 28, 4:30-7:30 p.m.	Respect Training (cont'd).	2.2.1.	Handout: Respect Training: Illustrative Clarification Questions Handout: Respect Triads: Observer Feedback Form Handout: Criteria on Respectful Questioning Readings:
6. Thurs., Nov. 4, 4:30-7:30 p.m.	SHRT: Empathy Training. Evaluation: Skills for Responding to Helpee Listening, Respect, Empathy, Checkpoint Summary	2.2.1. 2.2.2.	Handout: Dialogue for Rating Empathy & Respect (Criteria Check) Handout: Communication of Empathy Handout: Worksheet for Rating Empathy & Respect Readings:
7. Thurs., Nov. 11, 4:30-7:30 p.m.	"I Messages". Sending "I Messages:" Disclosure, Immediacy, Confrontation.	2.2.3.	Handout: "I Messages" vs. "You Messages" Handout: Major Purposes of "I Messages" Handout: Practicing I Messages: Incident with Raymond Handout: Criteria Check: "I Messages" Readings: Handout: Helper Skills Analysis Checklist
8. Thurs., Nov. 18, 4:30-7:30 p.m.	The Path of Counseling. Model for Life Space Analysis. The Resolution Phase of Counseling. Working Toward Resolution. Demonstration.	2.2.4.a	Handout: Path of Counseling Handout: Model for Life Space Analysis Handout: Life Space Analysis Worksheet Handout: A Functional Approach for LSA Model

Session	Topic	Related Task	Resource Material
9. Thurs., Dec. 1, 4:30-7:30 p.m.	Working Toward Resolution (cont'd).	2.2.4.b	Handout: Practice Sit. #1 Resolution LSA Worksheet Handout: Practice Sit. #2 Resolution Handout: Alternative Strategies for Practice Sit. #1
10. Thurs., Dec. 9, 4:30-7:30 p.m.	Working Toward Resolution (cont'd).	2.2.5.	Handout: Feedback Form: Working Toward Resolution Handout: Practice Sit. #3 Handout: Competency Check - Written Handout: Situation #2 - Clarence
11. Thurs., Dec. 16, 4:30-7:30 p.m.	Criteria Check on Individual Counseling Skills and LSA Model.	2.2.4.e	Handout: LSA Worksheet
12. Thurs., Dec. 23, 4:30-7:30 p.m.	Applied Counseling in Groups; Individual vs. Group Counseling. Model for Group Work Toward Humanistic Goals. Flexible Group Leadership: Functions, Skills	2.3.1.a 2.3.3.	Handout: Group Planning Exercise Sheet Handout: Humanistic Goals..... Handout: Functions of Group Leader Handout: Individual vs. Group Counseling Observer Forms
13. Thurs., Jan. 6, 4:30-7:30 p.m.	Work Session: Planning for Group Work	2.3.1.a-b 2.3.2.a-b 2.3.3.	Handout: Group Planning Exercise Sheet Handout: Comparison of Individual and Group Counseling
14. Thurs., Jan. 13, 4:30-7:30 p.m.	Work Session: Implementing Group Plans, with Observer Feedback. Selected Issues Regarding Group Work	2.3.1.a-b 2.3.2.a-b 2.3.3.	Handout: What to Observe in a Group Handout: Feedback Guide for Group Simulation
15. Thurs., Jan. 20, 4:30-7:30 p.m.	Unfinished Business & Open Sharing Course Evaluation and Review		Handout: Mark Twain In-Service Course Evaluation Form Resource Materials

/Competency Area 2: Individual and Group Counseling/

Competency 2.1: Ability to comprehend and clarify individual communications in an educational setting.

P.O. 2.1.1. The participant will demonstrate ability to comprehend individual communications, in terms of content and feeling, with students and peers.

Task 2.1.1. (a) The participant will accurately identify and discriminate the content and feeling of written communications.

Task 2.1.1. (b) The participant will accurately identify and discriminate the content and feeling of verbal communications in an individual counseling simulation.

P.O. 2.1.2. The participant will demonstrate ability to identify the level of ownership of feelings expressed in written and verbal communications.

Task 2.1.2. The participant will accurately identify the level of ownership of feelings in written and verbal communications by attaining 80% of correct ratings of speaker responses.

Competency 2.2: Ability to interact with empathy, respect, and self-acceptance in an educational setting and promote effective resolutions of helpee problems.

P.O. 2.2.1. The participant will demonstrate knowledge of the concept and expression of respect in counseling and human relations.

Task 2.2.1. The participant will define the concept and expression of respect through appropriately writing respectful and disrespectful responses to helpee statements.

P.O. 2.2.2. The participant will demonstrate knowledge of the concept and expression of empathy in counseling and human relations.

Task 2.2.2. The participant will define the concept and expression of empathy through appropriate categorizing of levels of empathic expression.

P.O. 2.2.3. The participant will demonstrate self-acceptance by sending "I messages" (for disclosure, immediacy, and confrontation) in an individual counseling simulation.

Task 2.2.3. The participant will, for each of three taped situations, respond with "I messages" for disclosure, immediacy, and confrontation.

P.O. 2.2.4. The participant will demonstrate ability to use counseling skills (including appropriate levels of respect and empathy, checkpoint summaries, and "I messages") in following the Life Space Analysis model.

Task 2.2.4. (a) The participant will demonstrate the use of counseling skills by making a tape of a simulation counseling session following the Life Space Analysis model.

Task 2.2.4. (b) The participant will complete a written worksheet (following the Life Space Analysis model) while listening to a fellow participant's tape.

P.O. 2.2.5. The participant will demonstrate knowledge of strategies for promoting effective resolutions of helpee problems.

Task 2.2.5. The participant will demonstrate understanding of the resolution phase of counseling by identifying a resolution strategy appropriate to a problem situation presented in a written case description.

Competency 2.3: Ability to facilitate attainment of humanistic educational goals and objectives in groups.

P.O. 2.3.1. The participant will demonstrate ability to formulate humanistic (affective) educational goals and objectives for groups of students and staff.

Task 2.3.1. (a) The participant will state explicit affective goals and objectives related to personal, interpersonal, and system levels of transaction in an educational setting.

Task 2.3.1. (b) The participant will identify illustrative behavior criteria for evaluating progress towards explicitly stated affective objectives.

P.O. 2.3.2. The participant will demonstrate ability to select and develop strategies for achieving affective objectives in groups.

Task 2.3.2. (a) The participant will identify at least two specific activities for promoting affective objectives at the personal, interpersonal and system level of transaction.

Task 2.3.2. (b) The participant will develop at least one original activity for promoting affective objectives at the personal, interpersonal, and system level of transaction.

P.O. 2.3.3. The participant will demonstrate knowledge of and ability to select a variety of leader functions appropriate to the objectives for and needs of the group.

Task 2.3.3. The participant will select and describe a set of leader functions designed to promote attainment of specific objectives in a group situation.

ASSIGNMENT SCHEDULE

Curriculum Development and Implementation - MT-03 - Spring 1976

Competency Checkpoints

I.	P.O. 3.1.1. 20% of Final Grade Due Feb. 24	Paper on Individualized Instruction. Design a classroom management system to individualize your classroom (or a classroom you describe). Your paper should include descriptions and examples of the following components: 1. Screening/diagnostic system 2. A means to present entire scope and sequence of instruction 3. A method to present assignments, tasks, and directions for each objective to the student. 4. A method to maintain student records 5. A method to administer, check and record mastery tests.
II.	40%	Design a mini-unit of instruction. The content should be a high interest one designed to teach basic skill objectives. This assignment will consist of three parts.
	P.O. 3.2.1. due April 20	Part I, Objectives and Content Outline
	P.O. 3.3.1.-3.3.6. due May 11	Part II: Description of strategies or learning activities to meet the objectives
	P.O. 3.4.2.-3.4.5. due for class presentation on June 1	Part III: Instructional materials and at least one audio-visual resource (acceptable A/V formats are: slide/tape, audiotape, videotape, filmstrip/tape, filmstrip, 8mm or 16mm film, transparencies, felt board.)
III.	P.O. 3.3.3. 5% Mar. 9 (in class)	Heathcote Questioning Techniques
IV.	P.O. 3.3.4. 5% May 25 (in class)	Game Evaluation
V.	P.O. 3.4 5% May 4 (in class)	Audio-Visual Equipment Checkout
VI.	P.O. 3.4.2. 5% May 11 (in class)	Evaluation of Films
VII.	P.O. 3.4.4. 10% Apr. 20 in class	Modification and Redesign of Textbook Materials
VIII.	P.O. 3.1, 3.2, 3.3, 3.4 10% All sessions (in class)	Classroom Participation

Make-ups for in-class checkpoints will be announced as needed.

SCHEDULE

CURRICULUM DEVELOPMENT AND IMPLEMENTATION - MT-03 Spring 1976

Session	Date	Module	Related P.O.
1	February 3	Introduction to MT-03 Classroom Management Systems	3.1.1.
2	February 10	Affective Objectives	3.2.1.
3	February 17	Affective Strategies I	3.3.1.
4	March 2	Affective Strategies II	3.3.1.
5	March 9	Strategies to Encourage Creativity in Learning & Creative Drama	3.3.3.
6	March 16	Kohlberg - Moral Development - Beverly Mattox,	3.2.2. & 3.3.2.
7	March 23	Objectives for Processing Skills	3.2.2.
8	March 30	Strategies for Processing Skills	3.3.2.
	March 30	High Interest Materials for Teaching Basic Skills Carol Anderson	3.2.3.
9	April 20	Individualizing Instructional Material I	3.4.4.
10	April 27	Individualizing Instructional Materials II	3.4.5.
		Curriculum Objectives for Multiple Subjects	3.2.3.
11	May 4	Multi-Media and Instructional Hardware	3.4.1. & 3.4.2.
12	May 11	Film Evaluation	3.4.3.
13	May 25	Games and Simulations to Motivate Learning	3.3.4.
14	June 1	Presentation of Mini-Units	3.2, 3.3, 3.4
15	June 8	Galimaufry: Some possible topics - Futurology, Career Education, Precision Teaching, etc., Feedback - Participants and Instructors.	3.1, 3.2, 3.3, 3.4

Note: MT-03 does NOT meet on the following Tuesdays: April 6, April 13, May 18

MT-04. BEHAVIOR MANAGEMENT SEMINAR: Course Description by Session

Session	Topic	Related Tasks	Resource Materials
1.	Overview of Seminar & Introduction to Behavior Management Introduction to Values	4.1.1a-d	Handouts: Course Description Competency, Performance Objectives & Tasks Readings #1,2,3,11,12,13,48,49
2.	Concept of Behavior Values Establishing Behavior Values, Standards and Limits in School Settings In Class Time for Assignment Continuum of Services (Mark Twain School)	4.1.1.a-d	Handout: Establishing Behavioral Standards and Limits Readings #14,15,16,17,18,35
3.	Brief Explanation of 3 Educational Approaches with Introduction to Operant Principles as a Strategy for Reinforcing Behavior Values; Operant Assignment	4.1.2.c	Handout: Criteria for Operant Assignment Readings #4,5,6,7,8,9,10,30,40,41, 50,51
4.	Strategies for Reinforcing Behavior Values: Preventing Disruptive Behavior - Structuring physical environment, reinforcement, modelling, contracting, regulated permission, stating and enforcing consequences, planned ignoring.	4.1.2.a-b	Handouts: Strategies for Reinforcing Behavior Values; Guidelines for Selecting Strategies Readings #19,32,34,35,42
5.	Small Group Using 7 Strategies and Problem Situations Assignment Based on Strategies for Reinforcing Behavior Values	4.1.2.a-b	Handout: Reference Material on Contracting; Verification Packet
6.	Managing Frustration and Conflict Teaching Acceptance of Frustration	4.2.1.a 4.2.2.a-c	Handouts: Reference Material on Coping with Frustration; Guidelines for Inducing Frustration Reading #26
7.	Strategies for Coping with Frustration and Conflict: Internal adjustments - modifying goals, alternative paths, identifying positives	4.2.2.a-c	Handout: Worksheet for Identifying Strategies for Coping with Frustration Readings #31,33,36,37,38

Session	Topic	Related Tasks	Resource Material
8.	Strategies for Coping with Frustration and Conflict: External adjustments: Encounter (I Messages), Help Seeking Building Frustration Tolerance	4.2.2.a-c	Handouts: Sending "I Messages" Sample Lesson Plans for Teaching Coping Readings #25,26
9.	Peer Teaching: Strategies for Coping with Frustration and Conflict	4.2.2.a-c	
10.	Intervention Techniques for Disruptive School Behavior: Surface Management	4.3.1.a	Handouts: Managing Surface Behavior of Children; Behavior Disruption Incidents Readings #22,24,34
11.	Intervention Techniques for Disruptive School Behavior: Life Space Interviewing	4.3.2.a	Handouts: Reference Material for LSI; Feedback Guide for LSI Simulation Task Readings #27,28
12.	Intervention Techniques for Disruptive School Behavior: Life Space Interviewing - Process Practice	4.3.2.a	Handouts: Reference Material for Conducting LSI Simulations
13.	Intervention Techniques for Disruptive School Behavior: Life Space Interviewing - Resolution Practice	4.3.2.a	
14.	Intervention Techniques for Disruptive School Behavior: Life Space Interviewing - Simulation Checks	4.3.2.a	Handout: Background Information for LSI Simulation Check
15.	Sharing Session Review and Course Evaluation	—	MT and MCPS Evaluation Forms

/MT-05 School Analysis and Consultation/

Module #1 - Group Dynamics and Problem Solving in Schools

P.O. 5.1.1

Session 1 - Introduction to course, assignments, formal and informal groups, typical behavior in groups.

Session 2 - Behavior modes in groups; the roles people play in groups.

Session 3 - Check out on roles people play in groups; overlap of systems and personal values.

Session 4 - Leadership styles and decision making processes; group dynamics and goal achievement in a school situation.

Module #2 - The Family System and Community Influences and Resources

P.O. 5.1.2
5.1.3

Session 5 - Analyzing the family as a system, overlapping family and school functions. Identifying areas where family dysfunction and/or school dysfunction causes a "learning disability" symptom in a child. Awareness of community resources supplementing school services.

Module #3 - Family-School Conferencing

P.O. 5.2.1

Session 6 - Planning family conferences, practice with simulated family conferences.

Session 7 - Further practice in family conferencing.

Module #4 - Teacher Consultation

P.O. 5.2.2

Session 8 - The teacher as a change agent: giving and receiving help; listening skills, observation and feedback skills.

Session 9 - Teacher consultation skills: review and practice using this model.

Session 10 - Evaluation of teacher conferencing techniques.

Module #5 - Effecting School Change for Students

P.O. 5.3.1
5.3.2

Session 11 - Techniques of problem analysis in consultation; contracting and cybernetics in conflict intervention.

Session 12 - Further practice in methods of conflict intervention techniques.

Session 13 - Educational planning for particular children.

Session 14 - Educational plans for children and their evaluation.

SCHOOL ANALYSIS AND CONSULTATION MT05

Competency 1

Demonstrates knowledge of interpersonal relations, group dynamics, and problem solving within a system to design and implement educational plans for problem children.

P.O. 5.1.1. Ability to use knowledge of group dynamics and roles to facilitate problem solving within a school system.

Task 5.1.1.a Identifies formal and informal groups in a school and uses this knowledge in program planning.

Task 5.1.1.b Demonstrates knowledge of group processes and the roles participants play in groups (formal and informal).

Task 5.1.1.c Demonstrates ability to be aware of differences between system roles and values, and personal roles and values.

Task 5.1.1.d Identifies decision-making processes in a group.

Task 5.1.1.e Identifies different leadership styles within a group.

Task 5.1.1.f Recognizes the relationship between group dynamics and goal achievement in a school situation.

P.O. 5.1.2. Ability to analyze the family unit as a system.

Task 5.1.2.a Identifies major functions of a family system.

Task 5.1.2.b Recognizes how overlapping of family system functions and school system functions can create conflict which affects child's learning and behavior.

Task 5.1.2.c Identifies areas where family dysfunction and/or school dysfunction may cause a "learning disability" symptom in a child.

P.O. 5.1.3. Ability to understand ways in which the community affects the functioning of schools and families.

Task 5.1.3.a Identifies overlapping functions of school, community, home.

Task 5.1.3.b Demonstrates awareness of community resources which can support and supplement school resources.

Competency 2

Ability to influence learning climate by demonstrating skill and knowledge in conferencing and consulting within and between systems.

P.O. 5.2.1. Ability to plan and conduct family-school conferences.

Task 5.2.1.a Given a set of circumstances which call for a family conference the learner can constuct a plan which will take into consideration the roles of all participants, so that reasonable expectations for action from all participants will follow.

Task 5.2.1.b Demonstrates knowldge of techniques in family conferencing in simulations.

Task 5.2.1.c Uses skills of conferencing strategies to conduct family/school conferences.

P.O. 5.2.2. Ability to act as a consultant to school colleagues.

Task 5.2.2.a Demonstrates knowledge of steps in a consultative relationship.

Task 5.2.2.b Demonstrates ability to use consultation skills in a simulated conference.

Task 5.2.2.c Demonstrates the ability to use consultation skills in a school setting.

Competency 3

Ability to recognize how knowledge of educational systems and skills in conferencing and consulting can be used to effect school change.

P.O. 5.3.1. Demonstrates knowledge of techniques of problem analysis.

Task 5.3.1.a Demonstrates knowledge of cybernetic techniques for conflict intervention.

P.O. 5.3.2. Demonstrates ability to use knowledge of systems, communications skills, and problem solving to design and implement educational plans for troubled children.

Task 5.3.2.a Student designs and carries out educational plan for a particular child and evaluates plan's effectiveness in meeting the goals set forth in plan.

Sample 10

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Mark Twain In-Service Course Program Seminar Critique Form

Course____Date_______________________

Check One: Mark Twain Intern ( ) Mark Twain Staff ( ) Student Resource Teacher ( ) Elem. Teacher ( ) Sec. Teacher ( ) Other______________

This questionnaire is designed to elicit your opinion of the Mark Twain In-Service Course Program. Please be candid so the information provided is useful for program improvement. Your responses are anonymous, and in no way can they affect judgment of your performance as a participant.

Please respond by checking the place on the scale that corresponds to your answer to each question.

(check one)

A. Questions 1-12:	No		As Often as Not		Yes
1. Were the seminar objectives made clear?	( )	( )	( )	( )	( )
2. Did the announced objectives and what was actually taught agree?	( )	( )	( )	( )	( )
3. Was seminar time well used and not wasted?	( )	( )	( )	( )	( )
4. Was instructor(s) well prepared for each seminar meeting?	( )	( )	( )	( )	( )
5. Were the learning activities and experiences too repetitive?	( )	( )	( )	( )	( )
6. Did the instructors raise challenging questions or problems for discussion?	( )	( )	( )	( )	( )
7. Was instructor(s) genuinely concerned with your progress and actively helpful?	( )	( )	( )	( )	( )
8. Were major points or concepts summarized or emphasized?	( )	( )	( )	( )	( )
9. Were you given sufficient opportunities to express your opinions?	( )	( )	( )	( )	( )
10. Was instructor(s) available for consultation outside of class?	( )	( )	( )	( )	( )
11. Did evaluation activities reflect the content of the seminars?	( )	( )	( )	( )	( )

12. Was your interest in the subject heightened by the seminars?	( )	( )	( )	( )	( )

B. Questions 13-17:

	Not Enough		About Right		Too Much
13. How do you feel about the scope of the seminars and the amount of material covered?	( )	( )	( )	( )	( )
14. How much effort (work-load) did you have to put into the course?	( )	( )	( )	( )	( )
15. For your level of prior preparation, how would you rate the difficulty of the material covered?	( )	( )	( )	( )	( )
16. How would you rate the speed at which material was introduced and covered?	( )	( )	( )	( )	( )
17. What is your opinion of the emphasis placed:					
a. theoretical considerations?	( )	( )	( )	( )	( )
b. practical aspects?	( )	( )	( )	( )	( )

(check one)

C. Questions 18-21:

	Poor		Good		Excellent	Not Applicable
18. Compared to other instructors you have had, how would you rate the teaching skills of the primary seminar instructor(s)?	( )	( )	( )	( )	( )	( )
19. In general, how would you rate:						
a. the lectures?	( )	( )	( )	( )	( )	( )
b. the class discussions?	( )	( )	( )	( )	( )	( )
c. small group and special learning activities?	( )	( )	( )	( )	( )	( )
d. the reading materials?	( )	( )	( )	( )	( )	( )
e. the films and other special learning materials?	( )	( )	( )	( )	( )	( )
f. the visiting speakers?	( )	( )	( )	( )	( )	( )
g. the evaluation activities?	( )	( )	( )	( )	( )	( )
h. the quality and usefulness of feedback?	( )	( )	( )	( )	( )	( )

	(check one)					
	Poor		Good		Excellent	Not Applicable
20. How would you rate the usefulness for role performance of the resources and skills taught?	( )	( )	( )	( )	( )	( )
21. Overall, how would you rate:						
a. the value of the seminars?	( )	( )	( )	( )	( )	( )
b. the effectiveness of the instruction?	( )	( )	( )	( )	( )	( )

D. List the three most effective learning experiences:

1. ______________________________

2. ______________________________

3. ______________________________

E. List the three least effective learning experiences:

1. ______________________________

2. ______________________________

3. ______________________________

F. Additional Comments:

____

____

____

____

____

Sample 11

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Mark Twain In-Service Courses Confidential Instructor Effectiveness Form

Course:____Date__________________

To help your instructors learn about their in-service teaching effectiveness, please give your reaction to performance during the present course. ALL RESPONSES WILL BE KEPT ANONYMOUS AND CONFIDENTIAL.

Please rate each of the instructors independently. Instructors will receive only their own feedback.

INSTRUCTOR:______________________________________

WHAT IS YOUR OPINION OF THIS INSTRUCTOR'S:	Low Med. High	Comments
1. KNOWLEDGE OF SUBJECT: (Has thorough knowledge and understanding of the field)	( ) ( ) ( ) ( ) ( )	
2. CLARITY OF PRESENTATION: (Presents in a logical and understandable way)	( ) ( ) ( ) ( ) ( )	
3. FAIRNESS: (Treats all students fairly and impartially)	( ) ( ) ( ) ( ) ( )	
4. SUCCESS IN STIMULATING INTEREST: (Helps make seminars interesting and challenging)	( ) ( ) ( ) ( ) ( )	
5. ENCOURAGEMENT: (Respects and encourages student ideas and participation)	( ) ( ) ( ) ( ) ( )	
6. HELPFULNESS: (Shows concern with your progress and gives help if needed)	( ) ( ) ( ) ( ) ( )	
7. PREPARATION: (Is well prepared for various teaching responsibilities)	( ) ( ) ( ) ( ) ( )	
8. FEEDBACK: (Gives clear and useful feedback)	( ) ( ) ( ) ( ) ( )	
9. OPENNESS: (Evidences flexibility and willingness to see things from another's point of view)	( ) ( ) ( ) ( ) ( )	
10. LEADERSHIP: (Promotes movement towards class goals in positive manner)	( ) ( ) ( ) ( ) ( )	
11. ________________________	( ) ( ) ( ) ( ) ( )	
12. ________________________	( ) ( ) ( ) ( ) ( )	
13. ________________________	( ) ( ) ( ) ( ) ( )	
14. OVERALL EFFECTIVENESS	( ) ( ) ( ) ( ) ( )	

Instructor Selection and Development

A major objective of the Mark Twain teacher training program is to identify and promote the development of a corps of in-service instructors and consultants. Staff selection is based on availability, commitment to training and expertise in the relevant area. Competency area coordinators may recommend staff to the training director for inclusion in their instructional area. Following review and approval of the nominee's qualifications by the training director, the coordinator or director presents the staff member's qualifications to the program management group for reaction. Selection decisions are made by the training director, with the advice and guidance of the program management group.

Staff may be added to the in-service training program at the level of instructor or in-service trainee, depending on need for personnel in the particular competency area and the individual's teacher training experience and demonstrated expertise in that area. In-service trainees receive a nominal stipend for assisting in an in-service course, after which time they are eligible for full instructor pay and status. In-service trainees are supervised by the competency area coordinator, who is expected to provide ongoing feedback and instruction. Most Mark Twain in-service courses adhere to a team teaching model, with one or two instructors and a trainee or a senior and junior instructor.

As of September, 1976, a total of 32 in-service instructors have been trained, covering eight different competency areas. Table 5 presents the status of instructor development through fiscal year 1976. In addition to these 32 in-service instructors, 58 MCPS staff have been designated as in-service consultants, meaning they are judged competent by prior performance to offer instruction within parts or modules of a total in-service course. During 1976, a scale for participant rating of instructor effectiveness was developed and implemented (see "Mark Twain In-Service Courses: Instructor Effectiveness Form," Sample 11). Average ratings of overall instructor effectiveness exceeded 4.0 on a scale of 1 (poor) to 5 (excellent), this being the desirable standard for performance.

The development of in-service trainers has been one of the significant outcomes of the Mark Twain Teacher Internship Program. As the program has evolved, experienced trainers share their skills with junior trainers who, in turn, have become senior course instructors.

Since the inception of the Mark Twain teacher training program, the entire group of competency area coordinators has been replenished. As this corps of in-service trainers has grown, it has become increasingly possible to provide leadership for in-service training throughout the school system. Thus, the Mark Twain Staff Development Program has been able to offer 36 separate workshops to local school faculty over the past three years, involving an estimated 1,104 MCPS staff. Table 6 summarizes the workshops conducted or arranged.

It should be noted that staff participating in these workshops are, for the most part, different from those served by the Mark Twain in-service courses. 618 participants have completed Mark Twain courses through Spring, 1976 (see

Table 7). With a MCPS staff of about 7,000 professionals, it is clear that a strong local school workshop thrust will be required to promote regular teacher effectiveness in dealing with unsuccessful students. Efforts are currently underway to develop an in-service workshop delivery system by which local schools can request a specific in-service module tailored to their needs (see "List of In-Service Modules").

TABLE 5

Status of In-Service Instructor Development Effort to FY 76

Competency Area	No. Instructors	Yrs. Experience as Instructor				No. Courses Taught			
		1	2	3	4	1-2	3-4	5-6	7-9
Assessment-Programming	3	1	1	1		1	1	1	
Counseling & Human Relations	6	3		2	1	3	1	2	
Curriculum Dev. & Instruction	3	1	1		1	1	1		1
Behavior Management	6	2	2		2	2	2	1	1
School Analysis & Consultation	4	2		1	1	2		2	
Reading	2	2				2			
Group Leadership	3	3				3			
Adventure Education	5	3	2			3	2		

Primary Job Status of In-Service Instructors

Classroom Teacher	Resource Teacher	Admin./Tchr. Specialist	Total No.
6	12	14	32

Table 6

Local School Workshops Conducted or Arranged by Mark Twain Staff Development From FY 1974 thru FY 1976

Administrative Area	Assessment-Programming (school, # staff)	Counseling/Human Relations (school, # staff)	Curriculum Development & Instruction (school, # staff)	Behavior Management (school, # staff)	School Analysis & Consultation (school, # staff)	TOTALS
1		Montgomery Hills Jr. (50)	Pyle Jr. (27)			2 (77)
2			Belt Jr. (24)	Randolph Jr. (20)		2 (44)
3			J. West Jr. (35) Broome Jr. (48)	Fallsmead El. (26) Georgetown Hill El. (30) Bells Mill El. (25)		5 (164)
4			E. Brooke Lee Jr. (20) Argyle Jr. (10) Saddlebrook El. (28)	Arcola El. (20)		4 (78)
5			Paint Branch H.S. (18)	Paint Branch H.S. (30) Page El. (20) Flower Valley El. (30) Farquhar Middle (62)	Farquhar Middle (62)	6 (222)
6		Summit Hall El. (25) Gaithersburg El. (30)	Mo. Village Jr. (32)			3 (87)
Suppl. Education	Intermediate Resource Teachers (70) (Reading; Formal Testing) EMT/Mainstreaming (40)	Intermediate Resource Teachers (35)	Open Invitation (TGT) (44) EMT/Mainstreaming (Learning Ctrs.; Class Organization) (24)	Intermediate Resource Teachers (35) D-P Teachers (50) New D-P Teachers (33) Level 5 EH Teachers (12) EMT/Mainstreaming (Contracting; Strategies) (54)	Intermediate Resource Teachers (35)	14 (432)
Totals	3 (110)	4 (140)	12 (310)	15 (447)	2 (97)	36 (1,104)

TABLE 7

Participants Completing Mark Twain Competency Courses from Fall 1972 to Spring 1976

Course		No. Course Offerings	Supplementary Education Personnel		Regular Education Staff	Total	(Ave. Completions per Course)
			Staff	M.T. Interns			
MT-01	Assessment and Programming	7	24	42	43	109	(17)
MT-02	Individual & Group Counseling	7	38	42	53	133	(19)
MT-03	Curriculum Development and Implementation	6	15	42	21	78	(13)
MT-04	Behavior Management	8	29	42	69	140	(18)
MT-05	School Analysis & Consultation	6	25	42	17	84	(14)
MT-06	Teaching Adolescents with Reading Problems	1	14	3	0	17	(17)
MT-07	Teaching Adolescents with Special Needs	3	9	0	34	43	(14)
MT-08	Group Leadership	1	11	3	0	14	(14)
	Total	39	165	216	237	618	(16.4)

List of In-Service Modules

A. Foundations and Orientation Modules

1. Public Policy and Orientation Modules
2. Characteristics of Exceptional Children
3. MCPS Continuum of Educational Services
4. Fostering Positive Attitudes/Perceptions for Educating Students with Special Needs
5. Local School Process and Procedures for Educational Management
6. Identification of Students with Special Needs
7. Guidelines and Procedures for Referral
8. Confidentiality and Educational Management
9. Conducting the EMT Meeting
10. Preparing General and Detailed Educational Management Plans
11. Creating a Climate for Growth in the EMT
12. Life Space Analysis: A model for understanding the child's orientation to school

B. Skill Modules

1. Assessment - Prescription
    - (a) Reviewing cumulative folders
    - (b) Basic formal techniques
    - (c) Useful informal techniques
    - (d) Learning style
    - (e) Learning modalities
    - (f) The whole child: Psychoeducational profiling
    - (g) Assessment-prescription: Perceptual abilities
    - (h) Assessment-prescription: Motor abilities
    - (i) Assessment-prescription: Cognitive abilities
    - (j) Assessment-prescription: Affective-social abilities
    - (k) Reading assessment - prescription
    - (l) Math assessment - prescription
    - (m) Spelling assessment-prescription
    - (n) Language assessment - prescription
    - (o) Classroom diagnostic centers
2. Counseling and Communications
    - (a) Listening with Respect
    - (b) Hearing content and feelings
    - (c) Responding with Empathy
    - (d) Communicating own feelings constructively: "I Messages"

(e) Giving and receiving feedback
(f) Working toward problem-resolution
(g) Planning for group work
(h) Leadership style and behavior
(i) Strategies for unfreezing group member roles
(j) Stages and phases of group development
(k) Guidelines for effective teaming or shared leadership

3. Personalizing Instruction and Curriculum Development

(a) Writing cognitive and effective objectives
(b) Developing or selecting high interest - low vocabulary materials
(c) Classroom organization and grouping
(d) Class helpers: volunteers, peer and cross-age tutors
(e) Production and use of educational games
(f) Construction and use of learning centers
(g) Academic and behavior contracting
(h) Strategies for attaining affective goals
(i) Strategies for teaching creativity
(j) Tailoring media to needs of child

4. Behavior Management

(a) Developing behavior values and expectations
(b) Strategies for reinforcing behavior values
(c) Accepting frustration and conflict
(d) Techniques for coping with frustration
(e) Techniques for intervening in disruptive behavior: Early intervention (surface management)
(f) Techniques for intervening in disruptive behavior: Life Space Interviewing
(g) Modifying behavior through operant principles
(h) Using own feelings to manage behavior
(i) Handling behavior problems

5. School Resourcing and Consultation

(a) Analyzing the ecology of the school
(b) Determining change priorities in the local school
(c) Guidelines and process for teacher consultation
(d) Guidelines and process for parent conferencing
(e) School-community resources

Part 5. Instruction: Practicum

Overview of Practicum Experiences

The Mark Twain Teacher Internship Program places a heavy emphasis on "learning through doing." Thus, interns are required to complete at least 900 hours of supervised teaching, which must include participation in a prescribed set of direct and indirect teaching functions regarded as critical for job success in supplementary education positions (see "Practicum Requirements for Mark Twain Teacher Internship Program"). The practicum experience is divided into three periods. There is a seven week local school practicum (Levels 1-5 of the Educational Services Continuum) during which interns work in a student resource center under the supervision of the student resource teacher. A second seven week practicum is spent at a special school (Level 6 of the continuum) such as Mark Twain School under the supervision of one of the teachers at that school. For each of these basic practica, interns are expected to negotiate a time commitment of 26 hours per week (see "Weekly Schedule Format for 7 Week Teaching Practicum").

In the second semester, interns are placed in a fifteen week, full time, advanced practicum setting. This placement can be at either a special school, a school based resource room or in opening up a new resource room program at a designated elementary, junior high or senior high school.

The process for selecting a practicum site involves the delicate balancing of intern needs and desires, site availability, capacity of the site to offer the necessary training opportunities, and anticipated quality of the supervision.

1. Intern Input: Interns are asked to indicate their preference for a school or school based practicum, as well as their perceived training needs at that time (see Sample 12a, b, c, "Preferences for Practicum-1st, 2nd, 3rd")

2. Pre-Placement Conferencing with Interns: The associate training director conferences with each intern about his/her practicum preferences and expectations (see "Expectations for Interns"). Intern strengths and training needs are discussed in the light of previous teaching and practicum experiences. Conferences prior to the second and third practicum assignments take into account recommendations made by the prior practicum supervisor and input from the program management group which reviews the intern's progress at the end of each practicum rotation.

3. Identifying Practicum Sites: Mark Twain School and local school resource center staff are surveyed as to their desire to supervise an intern and their ability to meet the expectations for practicum supervision (See Samples 13a & b, Intern Placement memoranda and "Expectations for Practicum Supervisors"). The associate training director then meets with the school program administrator to consider the acceptability of each site (See "Necessary Conditions for a Basic Practicum Placement").

4. Placement Decision: After considering intern input, training needs, issues raised during conferencing and training opportunities available at various sites, a recommendation for a practicum site placement is made by the associate director to the training director. Upon the training director's approval, both the site supervisor and the intern

are notified and the intern arranges a time to visit the supervisor at the site (See Samples 14a, b, c, "Practicum Assignments"- 1st, 2nd, 3rd rotations).

5. Practicum Coordination: Optimal communication and accountability for the intern's training is assured by having a practicum coordinator who serves as a member of the internship program management group (see "Expectations for Practicum Coordinators"). To help the coordinator keep abreast of what is occuring during the practicum, the intern submits a log of learning experiences for each week (see Sample 15, "Weekly Practicum Feedback Form").

6. Practicum Contract: The intern is responsible for negotiating a contract for practicum teaching activities with the practicum supervisor. In developing the contract, intern and supervisor strive to relate priority practicum activities to the five internship competency areas (See Samples 16a, b, c, "Initial Contract for Practicum Sequence" and "Competency-Related Practicum Activities: Reference List").

7. Intern Evaluation: The intern is evaluated on his/her effectiveness in carrying out the learning activities specified in the contract. A mid-practicum evaluation is held to determine the effectiveness of the intern in implementing the contracted learning activities. Both supervisor and intern independently rate the intern in each of the five competency areas as they relate to the specific contracted teaching activities. A consensus rating is arrived at through discussion with the practicum coordinator. The mid-evaluation ensures that the intern receives feedback on progress, and is made aware of areas needing concentration. In addition, the intern is able to identify areas where additional help may be needed. The final evaluation follows the same guidelines with the addition of the supervisor recommending areas for the intern to concentrate on in the next practicum (see "Intern Evaluation Form," Sample 5).

8. Site and Supervisor Evaluation: The intern is asked to evaluate the practicum site in terms of opportunity for learning experiences related to the five competency areas (See Sample 17, "Practicum Site Evaluation"). In addition, the intern is asked to evaluate the practicum supervisor (see "Personnel Feedback Form," Sample 18). The latter may be shared with the supervisor at his/her request. These two evaluation forms are helpful in determining placement sites in the future.

Practicum Requirements for MTTIP

I. Credit and Hour Standards

A. Regular Interns

1. Basic Practicum Placements (50 hrs. per credit; minimum - 150 hrs.)

   1st 7 week Rotation (3 credits): 7 wks. @ 26 hrs. = 180 hrs.
   2nd 7 week Rotation (3 credits): 7 wks. @ 26 hrs. = 180 hrs.

2. Advanced Practicum Placement (60 hrs. per credit; minimum - 500 hrs.)

   15 week Rotation (8 credits): 15 wks. @ 38 hrs. = 570 hrs.

B. Mark Twain Programs Staff Interns

1. Basic Practicum Placement (50 hrs. per credit; minimum - 150 hrs.)

   Alternate Site Rotation (3 credits): 6/7 wks. @ 30/26 hrs. = 180 hrs.

2. Basic-Advanced Practicum Placement (60 hrs. per credit; minimum - 700 hrs.)

   Job Site Rotation (11 credits): 20-30 wks. @ 36/25 hrs. - 750 hrs.

II. Professional Work Standards

A. Direct Services to Students

1. Individual teaching or tutoring
2. Small or large-group classroom teaching
3. Co-teaching
4. Individual counseling, intensive
5. Group counseling
6. Behavior management in classroom
7. Crisis intervention
8. Individual assessment and programming
9. Curriculum planning; development or selection of instructional materials; management of instructional system
10. Evaluation of student progress

B. Indirect Services to Student, or, Direct Services to Staff

1. Teacher consultation and conferencing
2. Parent consultation and conferencing
3. Team participation and support
4. Classroom observation and feedback
5. School and community resource utilization
6. School analysis and planning (required in an advanced School-Based practicum)

It is required that the practicum component for all interns enrolled in the MTTIP will include supervised work in each of the above listed areas of direct and indirect service to students. A minimum of 60% of overall practicum time must be allotted to direct services to students.

Weekly Schedule Format for 7 Week Teaching Practicum

		Monday	Tuesday	Wednesday	Thursday	Friday
Morning	8 -					
	9 -	(Commitment of 26 hours per week from within 34 hour block available; as arranged between intern and practicum supervisor)				
	10 -					
	11 -					
	12 -					
Afternoon	1 -					Intern Meeting (1:00-3:00)
	2 -					
	3 -					
	4 -	Level 5 Meeting (Intern Rep. only) (3:30-5:30)	Seminar (4:00-7:00)	Seminar (4:00-7:00)	Seminar (4:30-7:30)	Hum. Relations Grp (3:30-5:00) alternate weeks
	5 -					
	6 -					
Evening	7 -					
	8 -					
	9 -					
	10 -					

Sample 12a

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Preferences for 1st Practicum

Intern ______________________________

A. Please indicate below any preferences in practicum assignment at Mark Twain School or School-Based Programs.

MARK TWAIN SCHOOL			SCHOOL-BASED	
Team	**Subject**			
Lower School	[✓ *Reading -Math-L.A.*]	✓	Junior High	✓
Middle School	*Social Studies*	✓	High School	✓
Upper School	*Social Studies*	✓		
Arts Barn				
P.E.				

B. Do you have a strong preference for starting in Mark Twain School or Mark Twain School-Based Program? If so, circle your preference and give reason.

Not really - just place me where you need.

School based strengths - social studies, language arts (history)

Sample 12b

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Preferences for 2nd Practicum

Intern________________________________ Previous Site________________________________

A. Please indicate below any preferences in practicum assignment. Indicate your 1st, 2nd choices.

MARK TWAIN SCHOOL		SCHOOL-BASED		SUPPLEMENTARY ED.	
Team	**Subject**				
Lower School		Junior High	✓	L.D. Project	
		2nd			
Middle School		High School	✓	E.H. Project	
		1st			
Upper School				Other	
Arts Barn					
P.E.					

B. Please indicate major learning and growth goals you have for yourself at this time.

Growth goal: working with high school aged people

Learning goad: familarity with SRC program

Future Growth goal: start own SRC or work at Julius West for 15 week practicum

Learning Growth goal: working with young adults in counseling stiuations

C. What kind of experiences do you want most for your next practicum?

A high school SB placement where a lot of individual and group counseling takes place. Having zero experience at this level, I see this as the place where I must grow.

TRANSPORTATION

Sample 12c

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Preferences for 3rd Practicum

Intern________________ Previous Site *Rockville H.S.*

A. Please indicate below any preferences in practicum assignment. Indicate your 1st, 2nd choices.

MARK TWAIN SCHOOL		SCHOOL-BASED		SUPPLEMENTARY ED.	
Team	**Subject**				
Lower School		Established SRT:		L.D. Project	
Middle School		Junior High		E.H. Project	
Upper School		High School		Other	
Arts Barn		Open New SRT Program:			
P.E.		Junior High	*2nd*		
		High School	*1st*		

B. Please indicate major learning and growth goals you have for yourself at this time.

Open SRC where I can work next year. I'd prefer to be placed with another intern generally, Mary Lee specifically.

C. What kind of experience do you want most for your next practicum?

A practicum location that will stretch me toward being more flexible in my workings with teachers instead of kids.

Expectations for Interns

1. Negotiates a contract and schedule for practicum teaching activities with the practicum supervisor.

2. Assumes responsibility for communication in practicum:

    (a) Attends regular (at least weekly) planning and review sessions with the practicum supervisor.

    (b) Keeps a weekly log of the practicum experience and sends a copy to the practicum coordinator every Friday.

    (c) Attends an alternate week meeting with the practicum coordinator, and the practicum supervisor.

    (d) Alerts practicum supervisor and coordinator to own needs or problems.

3. Evaluates own work and prepares a self-rating scale prior to formal evaluation sessions.

Sample 13a

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Placement Memoranda

MEMORANDUM

To: Mr. Len Guedalia, Staff Development Specialist,
Mark Twain Programs

From: Pat Wright, Teacher Coordinator

Subject: Possible Intern Placements - Fall 1976

The following is a list of possible school-based sites for interns this fall. I have not, however, consulted with Max or with the SRT's at the schools. I'll be doing this on August 26, 1976, when everyone returns.

Belt Jr. High - Whyla Beman/John Howard
Parkland Jr. High - Marianne Tonzi/Kathie Garner
- Redland Jr. High - Louise Dove/Rich Mainzer
- Richard Montgomery High - Kitty Blumsack
- Seneca Valley High - Tom Beuglas/Lois Deck
Sligo Jr. High - Rita Mann/Sue Katz
- Takoma Park Jr. High - Karen Wiles/John Kochowicz
White Oak Jr. High - Margaret Walker/Judy Green

Sample 13b

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Placement Memoranda

MEMORANDUM

To: Team Leaders

From: Pat Lesnick, Assistant Principal

Subject: Intern Placements for 1976 - 1977

Please indicate below the members of your team that would like to supervise an intern during the 1976 - 1977 school year and check the rotation(s) they would prefer.

Staff Member	1st Rotation 7 wks. 9/7 - 10/22	2nd Rotation 7 wks. 11/8 - 12/23	3rd Rotation 15 wks. 2/21 - 6/9
Gouchnour, Gregg	✓	✓	✓
Lautenschlager, El	✓	✓	✓
Robertshaw, Jeff	✓	✓	✓
Jenkins, Mike		✓	✓

/MARK TWAIN MIDDLE SCHOOL REPLY/

Expectations for Practicum Supervisors

1. To facilitate interns acquiring direct, on-the-job experience relating seminar learning to practicum activities and responsibilities.

2. To promote explicit objectives of the Mark Twain Internship Program:

   (a) Negotiate a contract for practicum learning activities with the intern and provide a contract copy to the practicum coordinator and to the team leader.

   (b) Provide feedback regarding progress towards these objectives through regular (at least weekly) conferences with the intern.

   (c) Provide formal evaluation and review of intern's work and facilitate self-evaluation by interns.

   (d) Support efforts to practice new and/or alternative skills and methods.

   (e) Encourage interns to raise issues or concerns on the job and in appropriate intern and team meetings.

   (f) Occasionally, practicum supervisors will be asked to verify a seminar task. The practicum coordinator can help make arrangements for such verification plans.

   (g) Facilitate periodic classroom observations by practicum coordinator.

3. To provide formal intern evaluations by the last week of the seven week rotation, and in the eighth and last week of the fifteen week rotation.

Necessary Conditions for a Basic* Practicum Placement

A. General Conditions

1. Practicum site must be receptive to providing supervision during the specified time period.

2. Practicum site provides a high degree of stability (e.g., established program) and team cohesiveness, in the judgment of the practicum coordinator and Program Director.

3. A primary supervisor must be designated.

4. Placement provides the opportunity to experience the major responsibilities of a staff member in that role. That is, the training experience is representative of the professional or job expectations.

B. Mark Twain School Practica

1. Placement is with a regular staff member in a fully operational team, offering the characteristic school program.

2. Opportunities must be available to observe and participate regularly in a teacher advisor group engaged in a couseling process, typical classroom instruction, and team meetings.

3. Opportunities must exist for managing individual and group behavior, providing instruction, and assessing and programming for learning and behavior needs. It is desirable that opportunities to develop curriculum exist.

C. Mark Twain School-Based Practica

1. Placement is with an SRC that is fully operational within the characteristic program for that school.

2. Opportunities must be available to observe and participate in a consultation process wtih regular staff of that school.

3. Opportunities must exist for planning school program adjustments based on work with staff and students who are part of the regular program for that school.

*Basic Practicum Placement refers to the initial 6-8 week practicum consisting of at least 180 hours.

Sample 14a

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Teaching Practicum Assignments: First Rotation

Intern	Assignment	Primary Supervisor
Johnnie Mae Armstrong	Student Resource Program Seneca Valley H.S.	Tom Beuglas
Dick Crawford	Mark Twain Lower School	Bev Babcock
Nedra Crawford	Student Resource Program Richard Montgomery H.S.	Kitty Blumsack
Ed D'Aiutolo	Mark Twain Lower School	Marcia Jones
Marilyn Davids	Student Resource Program Takoma Park Jr. High	John Kochowicz
Ron Jones	Mark Twain Middle School	Eleanor Lautenschlager
Mary Lee Phelps	Student Resource Program Bethesda-Chevy Chase H.S.	Bobbie Turner
Ann Marie Samm	Student Resource Program Redland Jr. High	Louise Dove

Sample 14b

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Teaching Practicum Assignments: Second Rotation

Intern	Assignment	Supervisor
Johnnie Mae Armstrong	Mark Twain Middle School	Pat Henry
Dick Crawford	Student Resource Program Rockville High School	Sally Eller
Nedra Crawford	Dennis Avenue Project for Emotionally Handicapped	Skip MacArthur
Ed D'Aiutolo	Student Resource Program Walter Johnson High School	Julie Keefer
Marilyn Davids	Mark Twain Middle School	Jeff Robertshaw
Ron Jones	Student Resource Project Julius West Jr. High	Helen Gaundry
Mary Lee Phelps	Mark Twain Middle School	Mike Vizas
Ann Marie Samm	Mark Twain Upper School	Carol Anderson

Sample 14c

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Teaching Practicum Assignments: Third Rotation

Intern	Assignment	Supervisor
Johnnie Mae Armstrong	Gaithersburg Jr.	Alice Hundley
Dick Crawford	Kennedy H.S.*	Len Guedalia
Nedra Crawford	Sherwood H.S.*	Len Guedalia
Ed D'Aiutolo	Clarksburg El.	Rich Pottinger
Marilyn Davids	Sherwood H.S.*	Len Guedalia
Ron Jones	Clarksburg El.*	Laura Flaim Mickie Kottage
Mary Lee Phelps	Kennedy H.S.*	Len Guedalia
Ann Marie Samm	Clarksburg E.	Rich Pottinger

* New program

Expectations for Practicum Coordinators

1. Identifies prospective supervisors and practicum sites.
2. Seeks to match available sites and supervisors to intern needs and wants.
3. Recommends practicum teaching assignments.
4. Conducts orientation meetings with practicum supervisors and team leaders.
5. Conducts site observations at least once every two weeks, and meets with intern and supervisor to review progress.
6. Establishes a monthly meeting with the intern and the practicum supervisor to report feedback from site observations.
7. Attends and facilitates a final evaluation session with the intern, the practicum supervisor and the team leader.
8. Maintains documentation of intern teaching practicum.
9. Facilitates communications between intern and practicum supervisor or team leader, as needed.

Sample 15

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Weekly Practicum Feedback Form

Week of *10/4/76* Name

I. The situation I felt most successful at: *Field trip to zoo.*

A. Brief overview:

zoo trip to see some of the animals discussed in social studies unit on baboons.

B. How I felt and why I felt that way:

successful, from feedback from other teachers and kids.

II. The situation I felt least successful at: *Disciplining a student.*

A. Brief overview:

Student did not follow what I thought was a reasonable request. When given a written warning for same, he bolted from the room. I then had to look all over the MT building to find him. Finally, I cornerned him, talked about behavior, and isolated for 20 minutes.

B. How I felt at the time and why I felt I had limited success:

Defeated. Later on in the day (MT-04) I felt I had punished a kid instead of using "proper management techniques." I later rationalized that I had rewarded student by talking with him before isolating, thereby letting him know why he was being so treated.

C. Ways I can improve in this area:

I'm not sure...I think I have, in that I try to get in touch with where I am in relation to the kid. I need to clarify "positives" vs. "negative" rewards. Talked about it - 10/7

III. Practicum activities realted to competency areas:

01-Psychoed.	02-Counseling	03-Curriculum	04-Beh. Mgmt.	05-School Anal.
test in soc.st. group eval. after test *car load lists w. other teach.*	*Indiv. situations* *T/A on Tues./Thurs.*	*trip to zoo* *Soc. St.* *Reading-Math-Stern*	*trip to zoo* *making lists of students to ride w. whom*	*talked with school nurse* *attended lower school meet. 10/6*

IV. Practicum supervision has been especially helpful in:

helping me work through above punishment situation. Encouraging me to try new things i.e. trip, evaluation techniques in social studies

V. I would like more experience with ....

will make visit to other cluster (self-contained) scheduled 10/12

Sample 16a

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Initial Contract for Practicum Sequence

Intern	Site/Sequence	Practicum Supervisor	Practicum Coordinator
	Reading MT Lower/ Cluster		Len Guedalia

Date: September 13, 1976

Major Practicum Activities	Practicum Behavior Objectives: Statement of Objectives	Practicum Behavior Objectives: Behavioral Criteria	Progress Towards Criteria	Constraints	Related Competency Objec.
Human Relations and Counseling	*Demonstrate ability to communicate with students and members of staff effectively*	*Attend Team, lower school meetings. Participate in T/A on Tues. & Thurs.*	*9/6 - 10/18*	*when scheduled*	2.1
	counsel with individual students	*demonstrate ability in areas of academic, social, and personal behavioral problems*	*9/6 - 10/18*	*as needed*	2.2
	assist in management of T/A group, by leading one T/A a week	*participation in T/A on Tues. and Thurs. leading one. using Kohlberg's moral devel.*	*9/6 - 10/18*	*no school 10/14*	2.3 1.1
Behavior Management	*able to establish and reinforce behavioral standards and limits*	*reinforcement of standards presently employed in reading cluster*	*9/6 - 10/18*		4.1

Sample 16b

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Initial Contract for Practicum Sequence

	MT Lower/Reading Cluster		Len Guedalia
Intern	Site/Sequence	Practicum Supervisor	Practicum Coordinator
			September 13, 1976
			Date

Major Practicum Activities	Practicum Behavior Objectives		Progress Towards Criteria	Constraints	Related Competency Objec.
	Statement of Objectives	Behavioral Criteria			
Curriculum Development	active participant in Orton-Gillingham reading program	daily experience with reading cluster members	9/6 - 10/18		3.1 - 3.4
	active participant in Stern Structural math	daily experience with small group of students assigned by practicum super.	9/6 - 10/18		3.1 - 3.4
	plan and implement through adaptation, the Man A Course of study social studies unit	total responsibility for program	9/6 - 10/18		3.1 - 3.4
	observation of other reading methods in lower school observe typing, AB, and PE	visit to core and self-contained classes	dates to be scheduled for week of 9/20		3.1 - 3.4

Sample 16c

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Initial Contract for Practicum Sequence

	MT Lower/Reading Cluster		*Len Guedalia*
Intern	Site/Sequence	Practicum Supervisor	Practicum Coordinator
			September 13, 1976
			Date

Major Practicum Activities	Practicum Behavior Objectives		Progress Towards Criteria	Constraints	Related Competency Objec.
	Statement of Objectives	Behavioral Criteria			
Psychoeducational Assessment and Programming	*Participate as a testee in the Gilmore Reading Readiness Test* *Peabody vocab.*	*Test to be completed by 10-15*			*1.1*

Competency-Related Practicum Activities: Reference List

This list of activities is meant to be used for reference in evaluating intern performance during a practicum experience. In order to clarify the meaning of competencies described in the Intern Evaluation Form, specific activities have been identified for each competency. The listed activities should be regarded as illustrative of the kinds of tasks that relate to certain competencies. Other activities may be ennumerated as appropriate for a particular job situation.

It is not required that interns participate in certain or all of the listed activities. Some activities are likely to be pursued intensively, others lightly, and others not at all. The choice and emphasis of activities will depend upon the work setting and mutual development of objectives between intern and supervisor.

/COMPETENCY 1 - Psychoeducational Assessment/

1.1. Able to collect and use data to assess learner's strengths and weaknesses, style, and interpersonal functions.

Illustrative Activities

- Devises, selects, administers, scores, or interprets informal tests.
- Selects, administers, scores, or interprets formal tests.
- Identifies specific language disabled students.
- Identifies student's cognitive style (e.g., concrete, verbal).
- Identifies student's primary perceptual modality and deficits.
- Analyzes student strengths and weaknesses and learning style given data (e.g., cumulative folder, teacher report, referral form, student interview)
- Uses information in cumulative folders and in other school records.
- Uses individual and group observations.
- Selects and utilizes appropriate diagnostic tests (MCPS, standardized and teacher made)
- Consults with previous teachers, and/or specialists.
- Surveys students as a group and consults with them individually.
- Assesses students through their daily work.
- Uses a variety of data to assess learning style.
- Appraises student's learning levels.
- Appraises student's needs.
- Appraises student's interests.
- Uses data and/or observations to recognize pupil's self-concept, human relations and problem solving style.
- Meeting with kids and reviewing.
- Other: ______________________________

1.2. Able to use assessment information for planning an individual program and for evaluation of progress.

Illustrative Activities

- Develops individualized plan for educational program and/or instruction based on assessment data.
- Uses VAKT or multi-sensory methods with LD students.
- Uses knowledge of perceptual modality in planning for students.
- Uses learning style and cognitive style in planning for students.
- Identifies criteria for evaluating success of plan.
- Implements or helps implement individualized plan.
- Adjusts plan on basis of evaluation.
- Establishes objectives for affective, cognitive, and psychomatic outcomes from assessment data.
- Adjusts instructional techniques to match pupil's learning style.
- Selects reading materials to fit assessment data.
- Utilizes a variety of instructional techniques and programs for teaching pupils with learning disabilities.
- Programs for a student with regard to his interests, likes, dislikes, etc.
- Other:

/COMPETENCY 2 - Human Relations and Counseling/

2.1. Able to comprehend and communicate effectively.

Illustrative Activities

- Participates positively in faculty meetings, team meetings, tasks related to other group or committee meetings (e.g., listens well, asks appropriate questions, makes relevant comments, builds on others' ideas, shows appreciation for others' efforts)
- Establishes positive relationships with staff members.
- Participates comfortably in conversations with students.
- Establishes positive relationships with students.
- Gives and receives honest and constructive feedback.
- Communicates understanding of feelings.
- Accurately comprehends others' thoughts.
- Sends effective "I Messages" to others.
- Displays positive regard for others' thoughts and feelings when communicating.
- Is able to communicate concerns and areas of disagreement.
- Other:

2.2. Able to interact with empathy, respect, specificity, self-awareness and self-acceptance.

Illustrative Activities

Counsels effectively with individual students

- regarding continuing academic problems.
- regarding continuing social-behavioral problems.
- to provide support.
- regarding a crisis or critical incident.
- interacts with empathy.
- counsels respectfully.
- promotes ownership of thoughts and feelings.
- promotes pupil learning.
- utilizes strategies for promoting effective resolution of pupil problems.
- promotes self-acceptance in students.
- promotes awareness of the relationship of feelings to behavior to consequences.
- identifies strengths and weaknesses in a supportive way.
- is able to identify different points of view.
- other:

2.3. Able to facilitate attainment of humanistic educational objectives in groups.

Illustrative Activities

- Effectively leads student groups towards improved understanding and respect for self and others (e.g., class discussion or rap groups, value clarification groups, human relations groups)
- Counsels effectively with groups of students experiencing academic, social social, or behavior problems (e.g., problem-student groups, Mark Twain teacher-advisor groups)
- Effectively leads staff groups towards improved understanding and respect for self and others.
- Utilizes small group activities for promoting group objectives.
- Identifies behavior criteria for evaluating progress toward group objectives.
- Employs a variety of leader functions to promote attainment of specific group objectives.
- Establishes and promotes group objectives and goals.
- Assesses group process and group dynamics.
- Establishes objectives for individuals in a group.
- Helps establish, promote, and support appropriate group behavior.
- Other:

/COMPETENCY 3 - Curriculum Development and Implementation/

3.1. Able to plan and organize an instructional system.

Illustrative Activities

- Formulates teacher objectives for management of instruction.
- Plans self-pacing activities for students.
- Sets up learning centers.
- Implements a system of student work folders.
- Negotiates academic contracts with students (including the setting of objectives and alternatives for meeting the objectives).
- Plans for evaluation of student progress toward objectives, including student self-measurement.
- Establishes and maintains the environment required to motivate and enable each student to achieve learning objectives (MCPS 7).
- Adjusts physical arrangements and modifies noise levels in order to provide for a variety of learning styles (MCPS 7c).
- Establishes objectives for each course unit and instructional activity (MCPS 2c).
- Other: ____

  ____

  ____

  ____

3.2. Able to develop and select curriculum content appropriate to cognitive and affective needs of student.

Illustrative Activities

- Formulates cognitive and affective objectives for students.
- Selects curriculum material appropriate for class or group objectives.
- Develops learning packets for specific contracts or objectives.
- Determines appropriateness and availability of materials for use by self and/or other teachers (with or without consultation from media specialists or resource teachers).
- Modifies ongoing curriculum to meet specific needs of individual students, e.g., reading level.
- Coordinates setting of cognitive and affective objectives between self and/or other teachers within a team or school.
- Establishes learning objectives consistent with appraisal of student needs, requirements of MCPS curriculum framework, and knowledge of human growth and development (MCPS 2).
- Uses courses of study and curriculum guides currently available in appropriate subject areas (MCPS 2a).
- States instructional objectives in terms of student behaviors (MCPS 2b).
- Makes realistic provisions for differences in ability, experience, vocational goals, and cultural values (MCPS 2f).
- Provides for individual differences in rate of learning and interest by varying the difficulty of experiences, by differentiating instruction and assignments, and by allowing students to pursue topics independently (MCSP 4a).
- Incorporates in daily planning content from previous levels for reinforcement and anticipates content from future grade levels to insure continuity and sequence (MCPS 2d).

3.3. Able to plan and implement a variety of learning activities and teaching strategies.

Illustrative Activities

- Designs and carries out innovative strategies for meeting instructional objectives.
- Plans learning activities for different purposes (learning centers, self-instructional, class discussions, peer teaching, etc.)
- Designs or selects, and implements simulations, role plays or games for specific objectives.
- Plans for and uses those instructional methods which motivate and enable each student to achieve learning objectives (MCPS 4).
- Helps students develop efficient learning skills and work habits (MCPS 4b).
- Acts as a conveyor of information only as needed, keeping lecturing or telling within bounds (MCPS 4c).
- Uses a variety of appropriate teaching techniques (MCPS 4d).
- Plans and provides for involvement of students in the learning process (MCPS 3).
- Students help plan objectives, select activities, and evaluate learning (MCPS 3a).
- Students share responsibility for establishing and carrying out classroom rules and procedures (MCPS 3b).
- Provides opportunities for students to demonstrate critical and reflective thinking, resourcefulness, responsibility, and creativity (MCPS 3d).
- Other: ______________________________

3.4. Able to select appropriate instructional materials from available resources and develop materials necessary to individualize instruction.

Illustrative Activities

- Selects appropriate commercially prepared materials for meeting individual objectives.
- Redesign prepared material to meet individual needs.
- Develop materials to meet individual needs.
- Plans for and utilizes those resources which motivate and enable each student to achieve learning objectives (MCPS 5).
- Utilizes and encourages students to utilize a variety of reference and other printed materials (MCPS 5a).
- Utilizes and encourages students to utilize audio-visual materials (MCPS 5b).
- Utilizes human and material resources in community and school (MCPS 5d).
- Consults with are and central office personnel and arranges for their working with students (MCPS 5f).
- Other: ______________________________

/COMPETENCY 4 - Behavior Management/

4.1. **Able to establish and reinforce behavioral values, standards, and limits.**

Illustrative Activities

- Establishes clear behavior expectations and limits, and reinforces them with students.
- Employs a variety of behavior management strategies for promoting positive behavior and reducing negative behavior (e.g., structuring environment, modelling, reinforcing desirable behavior, contracting, regulated permission, planned ignoring, stating and enforcing consequences), in classroom or student resource center.
- Defines student rights and responsibilities which reflect basic behavior values.
- Specifies desirable behaviors (positive standards) and behavior violations (limits) related to rights and responsibilities.
- Observes school policies and legal regulations (MCPS 9b).
- Cooperates with colleagues and students to maintain good atmosphere (MCPS 9c).
- Develops learning and behavior contracts which are mutually agreeable to students and teachers.
- Reinforces student progress with high interest activities and materials.
- Establishes clear criteria for desirable outcomes after gathering baseline data on problem behavior.
- Communicates expectations for behavior to colleagues and promotes consistency or appreciation of differences.
- Enhances acceptance of others' thoughts and feeling while promoting adherence to behavior standards and limits.

4.2. Able to identify and teach strategies for coping with conflict and frustration.

Illustrative Activities

- Helps students accept reality of frustration, and understand basis for feeling of frustration.
- Teaches students to cope with frustration by applying alternatives for internal (modify goals, other paths to goal, identifying positives in self) or external (seeking help, encountering source of frustration) adjustment.
- Seeks student commitment to new ways of handling frustration.
- Other: ____

  ____

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  ____

4.3. Able to develop and use teacher intervention techniques to effectively manage disruptive behavior.

Illustrative Activities

- Employs a variety of surface management techniques for handling disruptive behavior (e.g., proximity control, signal interference, hurdle help, restructuring environment, antiseptic bounce, removing seductive objects, etc.).
- Develops and implements procedures for relating disruptive (or acceptable) behavior to clear and direct negative (or positive) consequences.

- Conducts effective life space interviews with students, which includes acceptance of students' feelings and perceptions, resolution and follow-up steps.
- Can apply physical restraint in crisis situations.
- Can issue firm orders or express loud displeasure to bring about quick halts to escalating disruption.
- Other: ______________________________

/COMPETENCY 5 - School Analysis and Consultation/

5.1. Able to use knowledge of group dynamics in school, family, and community with relationship to problem solving in a school setting.

Illustrative Activities

- Plans for and evaluates conferences with members of staff (e.g., principals, counselors, teachers, personnel workers).
- Plans for and evaluates parent or family conferences.
- Becomes familiar with all available on-site school services.
- Becomes acquainted with various sub-groups within school (e.g., Student Government, P.T.A., informal student and faculty cliques, committees, etc.)
- Has knowledge of and establishes positive communication with powerfaction in school (e.g., team leaders, resource teachers, department heads, counselors, administrative staff, special teachers).
- Helps in defining and communicating S.R.C. services to school community.
- Has knowledge of and utilizes alternative medium for communication in school (e.g., task committee, faculty meeting, staff meetings).
- Understands ways in which the community affects the functioning of schools and families.
- Participates in the development and review of school policies and regulations (MCPS 9a).
- Encourages special interest activities with community needs (MCPS 9e).
- Seeks to make community feel a part of the school (MCPS 10f).
- Communicates effectively with community about the school and the Montgomery County Public Schools (MCPS 10g).
- Other: ______________________________

5.2. Able to demonstrate skill and knowledge in conferencing and consulting within and between systems.

Illustrative Activities

- Plans and conducts conferences with staff members to identify and define nature of problem (e.g., with students, with class, with other staff).
- Plans and conducts conferences with staff members to discuss alternative techniques or strategies for dealing with problem.
- Plans and conducts family conferences.
- Seeks out feedback from students and colleagues on own role.
- Uses consultation skills in conferencing with school colleagues.
- Utilizes such human relations techniques as acceptance, praise, and humor, when warranted (MCPS 10a).

- **Puts problems in perspective (MCPS 10b).**
- **Fosters an open atmosphere in which others feel free to express themselves (MCPS 10d).**
- **Listens and responds to concerns of others (MCPS 10e).**
- **Other:**

5.3. Able to effect school change through educational planning for individual students.

Illustrative Activities

- Demonstrates ways of working with student or class to staff member(s) concerned.
- Provides consultation to staff member(s) on alternatives for dealing with own problem (e.g., clarifies values; suggests techniques or strategies; promotes awareness of student needs, feelings, learning style; guides in lesson planning, curriculum material, classroom organization).
- Follow-up on implementation of planned or suggested alternatives for dealing with problem, e.g., meets with staff members and review progress, reassesses situation with staff and/or student after a period of time.
- Shares ideas, materials, and methods with other teachers (MCPS 9d).
- Uses knowldge of systems, communication skills, and problem solving to design and implement educational plans.
- Designs educational plans for students which are compatible with student and system needs.
- Identifies school learning environment suited to students experiencing difficulty.
- Involves students in the process of developing educational plans.
- Uses human and material resources in school to support educational plan.
- Uses community resources which can supplement and support educational plan.
- Other:

Sample 17

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Practicum Site Evaluation (Confidential)

Name:________________________________ Practicum Site:______________________

In an effort to help us evaluate the effectiveness of our placements and to help guide us with future intern placements, we'd appreciate your filling out this site evaluation form.

Firstly, indicate the extent to which you felt this practicum site provided quality of opportunity for learning in each of the internship competency areas listed, by circling either excellent, good, poor or no opportunity.

Secondly, please indicate your perception of quality in specific illustrative activities for each competency area by marking S-(strength), W-(weakness), or N.A.-(not available) along side the illustrative activity below each competency objective.

When you have completed the form, please return it to Len Guedalia.

/COMPETENCY 1 - Psychoeducational Assessment/

1.1. Able to collect and use data to assess learner's strengths and weaknesses, style, and interpersonal functions.

Excellent [✓ Good] Poor No Opportunity

Illustrative Activities

s - Devises, selects, administers, scores, or interprets informal tests.
w - Selects, administers, scores or interprets formal tests.
w - Identifies specific language disabled students.
s - Identifies student's cognitive style (e.g., concrete, verbal).
w - Identifies student's primary perceptual modality and deficits.
s - Analyzes student strengths and weaknesses and learning style given data (e.g., cumulative folder, teacher report, referral form, student interview)
s - Uses information in cumulative folders and in other school records.
s - Uses individual and group observations.
w - Selects and utilizes appropriate diagnostic tests (MCPS, standardized and teacher made)
s - Consults with previous teachers, and/or specialists.
s - Surveys students as a group and consults with them individually.
s - Assesses students through their daily work.
s - Uses a variety of data to assess learning style.
s - Appraises student's learning levels.
s - Appraises student's needs.
s - Appraises student's interests.
s - Uses data and/or observations to recognize pupil's self-concept, human relations and problem solving style.
s - Meeting with kids and reviewing.
- Other: *Had planned to do testing (formal) for disabilities, modality, etc. in January, 1977 for SASSE kids.*

1.2. Able to use assessment information for planning an individual program and for evaluation of progress.

Excellent [✓ Good] Poor No Opportunity

Illustrative Activities

s - Develops individualized plan for educational program and/or instruction based on assessment data.
s - Uses VAKT or multi-sensory methods with LD students.
s - Uses knowledge of perceptual modality in planning for students.
s - Uses learning style and cognitive style in planning for students.
s - Identifies criteria for evaluating success of plan.
s - Implements or helps implement individualized plan.
s - Adjusts plan on basis of evaluation.
w - Establishes objectives for affective, cognitive and psychomatic outcomes from assessment data.
s - Adjusts instructional techniques to match pupil's learning style.
s - Selects reading materials to fit assessment data.
w - Utilizes a variety of instructional techniques and programs for teaching pupils with learning disabilities.
w - Programs for a student with regard to his interests, likes, dislikes, etc.
- Other: *Deeply involved in a special program for low motivated behavioral problems, low reading abilities, some LD and Sp. Ed. students. Prior assessment to be followed up by team.*

/COMPETENCY 2 - Human Relations and Counseling/

2.1. Able to comprehend and communicate effectively.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Participates positively in faculty meetings, team meetings, tasks related to other group or committee meetings (e.g., listens well, asks appropriate questions, makes relevant comments, builds on others' ideas, shows appreciation for others' efforts)
s - Establishes positive relationships with staff members.
s - Participates comfortably in conversations with students.
s - Establishes positive relationships with students.
s - Gives and receives honest and constructive feedback.
s - Communicates understanding of feelings.
s - Accurately comprehends others' thoughts.
s - Sends effective "I Messages" to others.
s - Displays positive regard for others' thoughts and feelings when communicating.
s - Able to communicate concerns and areas of disagreement.
- Other: *I had difficulty with amount of time SRT's spent in Teacher Lounge, but it seemed to work for them.*

2.2. Able to interact with empathy, respect, specificity, self-awareness and self-acceptance.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

Counsels effectively with individual students

s - regarding continuing academic problems
s - regarding continuing social-behavioral problems
s - to provide support
s - regarding a crisis or critical incident
s - interacts with empathy
s - counsels respectfully
s - promotes ownership of thoughts and feelings
s - promotes pupil learning
s - utilizes strategies for promoting effective resolution of pupil problems
s - promotes self-acceptance in students
s - promotes awareness of the relationship of feelings to behavior to consequences.
s - identifies strengths and weaknesses in a supportive way
s - able to identify different points of view
- Other: ____________________

2.3. Able to facilitate attainment of humanistic educational objectives in groups.

Excellent [✓ Good] Poor No Opportunity

Illustrative Activities

w - Effectively leads student groups towards improved understanding and respect for self and others (e.g., class discussion or rap groups, value clarification groups, human relations groups)
w - Counsels effectively with groups of students experiencing academic, social or behavior problems (e.g., problem-student groups, Mark Twain teacher-advisor groups)
s - Effectively leads staff groups towards improved understanding and respect for self and others.
- Utilizes small group activities for promoting group objectives.
s - Identifies behavior criteria for evaluating progress toward group objectives.
s - Employs a variety of leader functions to promote attainment of specific group objectives.
s - Establishes and promotes group objectives and goals.
s - Assesses group process and group dynamics.
s - Establishes objectives for individuals in a group.
s - Helps establish, promote and support appropriate group behavior.
- Other: *Want to do more group work-feel tied down by SASSE and RHS schedule. "Group" here means SASSE team.*

/COMPETENCY 3 - Curriculum Development and Implementation/

3.1. Able to plan and organize an instructional system.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Formulates teacher objectives for management of instruction.
s - Plan self-pacing activities for students.
s - Sets up learning centers.
s - Implements a system of student work folders.
s - Negotiates academic contracts with students (including the setting of objectives and alternatives for meeting the objectives).
s - Plans for evaluation of student progress toward objectives, including student self-measurement.
s - Establishes and maintains the environment required to motivate and enable each student to achieve learning objectives (MCPS 7).
s - Adjusts physical arrangements and modifies noise levels in order to provide for a variety of learning styles (MCPS 7c).
s - Establishes objectives for each course unit and instructional activity (MCPS 2c).
- Other:____
____
____
____

3.2. Able to develop and select curriculum content appropriate to cognitive and affective needs of student.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Formulates cognitive and affective objectives for students.
s - Selects curriculum material appropriate for class or group objectives.
s - Develops learning packets for specific contracts or objectives.
s - Determines appropriateness and availability of materials for use by self and/or other teachers (with or without consultation from media specialists or resource teachers).
s - Modifies ongoing curriculum to meet specific needs of individual students, e.g., reading level.
s - Coordinates setting of cognitive and affective objectives between self and/or other teachers within a team or school.
s - Establishes learning objectives consistent with appraisal of student needs, requirements of MCPS curriculum framework, and knowledge of human growth and development (MCPS 2).
s - Uses courses of study and curriculum guides currently available in appropriate subject areas (MCPS 2a).
s - States instructional objectives in terms of student behaviors (MCPS 2b).
s - Makes realistic provisions for differences in ability, experience, vocational goals, and cultural values (MCPS 2f).
s - Provides for individual differences in rate of learning and interest by varying the difficulty of experiences, by differentiating instruction and assignments, and by allowing students to pursue topics independently (MCPS 4a).
s - Incorporates in daily planning content from previous levels for reinforcement and anticipates content from future grade levels to insure continuity

and sequence (MCPS 2d).

3.3. Able to plan and implement a variety of learning activities and teaching strategies.

Excellent [✓ Good] Poor No Opportunity

Illustrative Activities

s - Designs and carries out innovative strategies for meeting instructional objectives.
s - Plans learning activities for different purposes (learning centers, self-instructional, class discussions, peer teaching, etc.)
s - Designs or selects, and implements simulations, role plays or games for specific objectives.
s - Plans for and uses those instructional methods which motivate and enable each student to achieve learning objectives (MCPS 4).
s - Helps students develop efficient learning skills and work habits (MCPS 4b).
s - Acts as a conveyor of information only as needed, keeping lecturing or telling within bounds (MCPS 4c).
s - Uses a variety of appropriate teaching techniques (MCPS 4d).
s - Plans and provides for involvement of students in the learning process (MCPS 3).
s - Students help plan objectives, select activities, and evaluate learning (MCPS 3a).
w - Students share responsibility for establishing and carrying out classroom rules and procedures (MCPS 3b).
w - Provides opportunities for students to demonstrate critical and reflective thinking, resourcefulness, responsibility, and creativity (MCPS 3d).
- Other: *Weak due to structure of SASSE and resistance of team members.*

3.4. Able to select appropriate instructional materials from available resources and develop materials necessary to individualize instruction.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Selects appropriate commercially prepared materials for meeting individual objectives.
s - Redesign prepared material to meet individual needs.
s - Develop materials to meet individual needs.
s - Plans for and utilizes those resources which motivate and enable each student to achieve learning objectives (MCPS 5).
s - Utilizes and encourages students to utilize a variety of reference and other printed materials (MCPS 5a).
s - Utilizes and encourages students to utilize audio-visual materials (MCPS 5b).
s - Utilizes human and material resources in community and school (MCPS 5d).
s - Consults with area and central office personnel and arranges for their working with students (MCPS 5f).
- Other:

/COMPETENCY 4 - Behavior Management/

4.1. Able to establish and reinforce behavioral values, standards and limits.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Establishes clear behavior expectations and limits, and reinforces them with students.
s - Employs a variety of behavior management strategies for promoting positive behavior and reducing negative behavior (e.g., structuring environment, modelling, reinforcing desirable behavior, contracting, regulated permission, planned ignoring, stating and enforcing consequences), in classroom or student resource center.
s - Defines student rights and responsibilities which reflect basic behavior values.
s - Specifies desirable behaviors (positive standards) and behavior violations (limits) related to rights and responsibilities.
s - Observes school policies and legal regulations (MCPS 9b).
s - Cooperates with colleagues and students to maintain good atmosphere (MCPS 9c).
s - Develops learning and behavior contracts which are mutually agreeable to students and teachers.
s - Reinforces student progress with high interest activities and materials.
s - Establishes clear criteria for desirable outcomes after gathering baseline data on problem behavior.
s - Communicates expectations for behavior to colleagues and promotes consistency or appreciation of differences.
s - Enhances acceptance of others' thoughts and feelings while promoting adherence to behavior standards and limits.

4.2. Able to identify and teach strategies for coping with conflict and frustration.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Helps students accept reality of frustration, and understand basis for feelings of frustration.
s - Teaches students to cope with frustration by applying alternatives for internal (modify goals, other paths to goal, identifying positives in self) or external (seeking help, encountering source of frustration) adjustment.
s - Seeks student commitment to new ways of handling frustration.
- Other: ____________________

4.3. Able to develop and use teacher intervention techniques to effectively manage disruptive behavior.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Employs a variety of surface management techniques for handling disruptive behavior (e.g., proximity control, signal interference, hurdle help, restructuring environment, antiseptic bounce, removing seductive objects, etc.)
s - Develops and implements procedures for relating disruptive (or acceptable) behavior to clear and direct negative (or positive) consequences.
s - Conducts effective life space interviews with students, which includes acceptance of students feelings and perceptions, resolution and follow-up steps.
e - Can apply physical restraint in crisis situations.
s - Can issue firm orders or express loud displeasure to bring about quick halts to escalating disruption.
- Other: ____________________

/COMPETENCY 5 - School Analysis and Consultation/

5.1. Able to use knowledge of group dynamics in school, family, and community with relationship to problem solving in a school setting.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Plans for and evaluates conferences with members of staff (e.g., principals, counselors, teachers, personnel workers).
s - Plans for and evaluates parent or family conferences.
s - Becomes familiar with all available on-site school services.
s - Becomes acquainted with various sub-groups within school (e.g., Student Government, P.T.A., informal student and faculty cliques, committees, etc.)
s - Has knowledge of and establishes positive communication with power faction in school (e.g., team leaders, resource teachers, department heads, counselors, administrative staff, special teachers).
s - Helps in defining and communicating S.R.C. services to school community.
s - Has knowledge of and utilizes alternative medium for communication in school (e.g., task committee, faculty meeting, staff meetings).
s - Understands ways in which the community affects the functioning of schools and families.
s - Participates in the development and review of school policies and regulations (MCPS 9a).
s - Encourages special interest activities with community needs (MCPS 9e).
s - Seeks to make community feel a part of the school (MCPS 10f).
s - Communicates effectively with community about the school and the Montgomery County Public Schools (MCPS 10g).
- Other: ____________________

5.2. Able to demonstrate skill and knowledge in conferencing and consulting within and between systems.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Plans and conducts conferences with staff members to identify and define nature of problem (e.g., with students, with class, with other staff).
s - Plans and conducts conferences with staff members to discuss alternative techniques or strategies for dealing with problem.
s - Plans and conducts family conferences.
s - Seeks out feedback from students and colleagues on own role.
s - Uses consultation skills in conferencing with school colleagues.
s - Utilizes such human relations techniques as acceptance, praise, and humor, when warranted (MCPS 10a).
s - Puts problems in perspective (MCPS 10b).
s - Fosters an open atmosphere in which others feel free to express themselves (MCPS 10d).
s - Listens and responds to concerns of others (MCPS 10e).
- Other: ____________________

5.3. Able to effect school change through educational planning for individual students.

[✓ Excellent] Good Poor No Opportunity

Illustrative Activities

s - Demonstrates ways of working with student or class to staff member(s) concerned.
s - Provides consultation to staff member(s) on alternatives for dealing with own problem (e.g., clarifies values; suggests techniques or strategies; promotes awareness of student needs, feelings, learning style; guides in lesson planning, curriculum material, classroom organization).
s - Follow-up on implementation of planned or suggested alternatives for dealing with problem, e.g., meets with staff members and reviews progress, reassesses situation with staff and/or student after a period of time.
s - Shares ideas, materials, and methods with other teachers (MCPS 9d).
s - Uses knowledge of systems, communication skills, and problem solving to design and implement educational plans.
w - Designs educational plans for students which are compatible with student and system needs.
s - Identifies school learning environments suited to students experiencing difficulty.
w - Involves students in the process of developing educational plans.
s - Uses human and material resources in school to support educational plan.
s - Uses community resources which can supplement and support educational plan.
- Other: *Principal is resistant to EMT-EMP concept, counselors lack knowledge of EMP-EMP principal depends on counselors. SRC trying to work into this problem.*

1. On the whole, what were some of the major strengths of this practicum site in terms of learning opportunities and personnel?

   Many opportunities to work with teaming. (SASSE Teachers)

2. On the whole, what were some of the major weaknesses or limitations of this practicum site in terms of learning opportunities and personnel?

   Not much work with students outside of SASSE team.

   Poor example of EMT

3. I would recommend this practicum site (circle one)

   [✓ Very Highly]   Highly   Moderately   Not At All

Sample 18

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Personnel Feedback Form

Feedback on ______________________ Position practicum supervisor

DIRECTIONS: Intern should check each line below, at the point which represents his/her judgment of practicum supervisor.

	Very	Quite	Slightly	No Opinion	Slightly	Quite	Very	
accepting	✓							rejecting
unapproachable							✓	approachable
approving	✓							faultfinding
attentive		✓						inattentive
closed-minded						✓		open-minded
constructive ideas		✓						worthless ideas
gets to point	✓							roundabout
prompt	✓							slow
ignores problems							✓	solves problems
clarifies	✓							confuses

DIRECTIONS: Answer in the spaces below. You may want to describe an incident to illustrate your comments.

1. What contributes most to this person's effectiveness?

   1. *Her empathy for the internship and its strains.*
   2. *She is very calming and understanding when a situation is difficult for intern, yet shows resolve toward confronting problem. i.e. for me, frustration induction incident*

2. In what ways could this person increase his/her effectiveness?

   NONE

   Demonstrates so well what must needs to be done that I felt so inadequate at times, out of my own guilt. Certainly she is very human and fallible, yet so together as an SRT. A real inspiration!

DIRECTIONS: Read each question carefully and circle the letter of your response. If you are inclined to answer "sometimes" rather than "yes" or "no", decide whether you consider "sometimes" to mean generally adequate action or behavior. If you do, select "yes." If you believe that demonstrating a characteristic only sometimes is not adequate, answer "no." Select "?" if you don't know.

FROM YOUR EXPERIENCE DURING THE YEAR, DOES THIS PERSON GENERALLY:

1. Show himself to be approachable and accessible? [✓ Yes] No ?
2. Provide you with feedback? [✓ Yes] No ?
3. Exhibit understanding of the factors which affect other staff in carrying out their work assignment? [✓ Yes] No ?
4. Make clear, articulate, and understandable communications with staff? [✓ Yes] No ?
5. Provide ideas and materials useful to others in their work assignment? [✓ Yes] No ?
6. Support other staff in their work assignments? [✓ Yes] No ?
7. Involve other staff in planning and decision-making as appropriate? [✓ Yes] No ?
8. Delegate tasks/responsibilities wisely? Yes [✓ No] ? *Takes on too much for herself.*
9. Act in the role capacity as defined by his job assignment? [✓ Yes] No ?
10. Convey respect and appreciation for the efforts of other staff members? [✓ Yes] No ?
11. Keep appointments and meet deadlines? [✓ Yes] No ?
12. Transmit communication accurately? [✓ Yes] No ?
13. Encourage you to provide feedback to him/her? [✓ Yes] No ?
14. Make decisions without unnecessary delay? [✓ Yes] No ?
15. Exhibit knowledge and resourcefulness in his/her area of responsibility? [✓ Yes] No ?
16. Listen to varying points of view? [✓ Yes] No ?
17. Encourage creativity and innovation? [✓ Yes] No ?
18. Consider the important aspects of a problem before making a decision? [✓ Yes] No ?
19. Accept criticism and admit errors profiting from mistakes? [✓ Yes] No ?

Part 6. Instruction: Elective Projects

Requirements and Procedures for Completion of Field Study (Elective Projects)

I. Requirements

All masters degree candidates will complete a field-based study or project for which 3 credits will be awarded. The study will take the form of a formal paper, one copy of which will be filed with the M.A.T. Program Office of Trinity College and one copy with the Mark Twain Staff Development Library. Suitable topics will be worked out in cooperation with the Mark Twain staff who will have the primary responsibility for supervision of the project. A full-time member of the M.A.T. faculty will serve as second reader. Electives currently offered in the Mark Twain Internship Program provide a basis for development of the Field Study.

Non-masters degree interns may choose to do one 3 credit project, or shorter projects for 1 or 2 credits each. However, each intern must complete a total of 3 credits of elective project work.

The Field Study requirement may be met by using one of two possible formats: (a) an applied study, or, (b) a theoretical study.

A. Applied Study

The focus of the applied study is on development or application of teaching practices of strategies, curriculum and media innovations, and special program approaches, as well as on applied research studies. Projects may revolve around development of a needed product such as a slide-tape presentation, curriculum mini-unit or curriculum guide. In all cases, however, a typed paper must be submitted (with the finished product, if applicable). The paper will be organized according to the following format:

1. Title
2. Statement of Problem and Goals/Objectives
3. Brief Review of Literature (at least 5 pertinent references are cited, from within the past five years)
4. Methodology
    - (a) Procedures Used (what was done and how)
    - (b) Population Served (what group used the product or was involved in the project)
    - (c) Description or Copy of Product (inclue copy of actual product or complete description of product and where it may be available).
5. Results and Evaluation

(Note! In some cases, the literature review may be more meaningfully inserted after the Results and Evaluation Section rather than as Section 3. For example, in evaluating a parent discussion program, the student felt that grouping by more similar concerns would have been better. Literature references are then provided to shed light on the issue. This alternative appears more suitable for projects that involve new services and discovery of issues while conducting the program.)

6. Conclusions and Recommendations

7. References

B. Theoretical Study

The focus of the theoretical study is on identification, discussion, and clarification of some significant issue related to special education. The following format will be used:

1. Title

2. Statement of Issue and Questions to be Explored

3. Review of Literature (at least 12 references are cited from within the past five years; references must be clearly and thoroughly related to issue and questions presented in Section 1.)

4. Educational Implications (what bearing does your study have on teaching or educational programming?)

5. Conclusions and Recommendations

6. References

Note! Use the journal format of "Exceptional Children" for citing and listing references!!

II. Procedures

1. Select project or study area

2. Arrange for supervision by Level 5 competency coordinator or coordinator's designate

3. Student prepares brief written proposal for field study (stating title and problem, goals, objectives for Applied Study, or title and issue and questions to be explored for Theoretical Study)

4. Coordinator presents Field Study for approval by Level 5 faculty prior to completion of paper

5. Student completes Field Study within period of registration

6. Coordinator reviews completed Field Study and presents paper and recommendation to Level 5 faculty for approval

7. Level 5 faculty recommendation for approval submitted to Trinity M.A.T. Program Director

8. Field Study read by Trinity College faculty member and recommendation for approval submitted to Trinity M.A.T. Program Director

Sample 19

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Process for Completion of Elective Projects and Field Studies

Process

Step 1 - Intern and supervisor

(a) Develop project proposal
(b) Schedule regular meetings for ongoing evaluation of project progress

Step 2 - Intern and supervisor present the written proposal to Level 5 for approval by January 28, 1977.

Step 3 - Intern implements project and gives completed project to M.T. supervisor by April 18, 1977.

Step 4 - Mark Twain Supervisor evaluates the project using Project Completion Checklist by April 25, 1977 and transfers projects to Field Study Coordinator.

Step 5 - Trinity reader conducts an on-site project review, using the same checklist, by April 29, 1977.

(a) Note! If project is not approved during Step 4 or 5, the intern has 2 weeks in order to recycle. Final completion by May 13, 1977.

Step 6 - Field Study Coordinator reviews entire project package and makes decision regarding duplication of projects.

(a) Note! All project summaries and their location will be filed in the Professional Library.

Step 7 - Level 5 arranges for a sharing of projects.

Staff Roles for Implementing Process

Len Guedalia - supervision of staff work.

M.T. Supervisor - assumes main staff responsibility for approving and evaluating projects.

Coordinator - makes decision regarding project duplication; maintains project information; maintains liaison with Trinity; facilitates project proposals and staffing; facilitates Trinity reader's review.

Level 5 - approves proposal and arranges a project sharing time.

Trinity Reader - verifies supervisor's final evaluation.

Sample 20a

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Elective Project Proposal

Intern: *A* **Supervisor**:

Project Title: *A Model For Adapting Secondary Science Curric. for Diag. and Teachers As Related to Reading In A Specific Content Area.*

Brief Description: *The project will incorporate a basic rationale and definitive terms, in order to provide an informative framework for acquainting life science teachers with specific skills needed by students for reading and successful learning which can be incorporated into the science content area. An informal assessment tool applicable to life science will be designed and included to help diagnose perceptual dysfunction. In addition, a curriculum multisensory model using chapter forty seven in the text, Living Things will be developed utilizing specific objectives and examples of reading and perceptual skills. These skills will be designed to encompass directed classroom, group, textbook, and laboratory activities.*

Expectations/Responsibilities (for Intern and Supervisor):

Intern responsibilities:
1. *To research, and develop rationale and vocabulary (definitive) from a variety of sources.*
2. *To prepare an informal assessment tool utilizing various format from formal assessment tools for diagnosis of perceptual skills.*
3. *To prepare model with help of supervisor and own resources.*

Supervisor responsibilities:
1. *Supervisor should be available for consultation, review, and critiquing of specific segments of project as needed by intern.*
2. *Supervisor can function as resource person for information for specific project segments.*

Criteria for Completion (including timetable and standards):

March 5 = Researched and written rationale and definitive terms.
March 25 = Informal Assessment Tool
May 5 = Curriculum Model submitted to Supervisor for evaluation.
May 13 = Project Completed

Presented to Level 5 (date):

Approved: Yes _____

Yes, with modification ✓ *Make specific guidelines for assessing where kid is by giving example from the content area for the teacher. Redo title*

No _____

Sample 20b

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Elective Project Proposal

Intern: *B* **Supervisor:**

Project Title: *Mainstreaming Mission: Miracles or Madness*

Brief Description: *The purpose of this project is to explore existing literature and models of "mainstreaming." The student population to be focused on will be E.H., B.D., and SLD categories (though seen as part of the continuum of characteristics). The survey of literature and review of existing models is in preparation to composing some guidelines for consideration in developing a mini-workshop support system to an existing faculty or focusing my personal attention on aspects of being a positive catalyst for change so that individual students needs can be met by existing structures by encouraging, supporting, and training a staff to fully utilize their combined potential.*

Expectations/Responsibilities (for Intern **and** Supervisor):

1. *Design project*
2. *Collect & survey literature (ERIC Search)*
3. *Prepare materials for Prof. Library*
4. *Conduct interviews*
5. *Write paper*

1. *Aid in refining focus of project*
2. *Serve as a sounding board for incidental spin-offs.*
3. *Read sections on completion and comment on rough drafts*
4. *Review final paper*
5. *Provide support where needed*

Criteria for Completion (including timetable and standards):

1. *Prepare a file of "mainstreaming" materials*
2. *Research topic and conduct interviews*
   a. *CEC Convention officer*
3. *Project to be completed in the form of a paper*
   a. *Reviewing the literature on existing models ⟨ elem. / second. strategies for preparing school staff for mainstreaming*
   b. *Some guidelines to consider when introducing a staff on training a student for mainstreaming*
   c. *A bibliography*

Presented to Level 5 (date):

Approved: Yes _____

Yes, with modification ✓

No _____

Sample 21

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Field Study/Elective Project Checklist

Applied Study

Name *Intern A*

	Completed	Recycle	Comments
A. Title			
B. Statement of Problem and Goals/Objectives criteria: clearly stated relevant focus realistic	✓		
C. Review of Literature criteria: 5 or more references current relevant clearly written	✓		
D. Methodology 1. Procedures (what was done and how) criteria: organized/sequential clearly written 2. Population Served criteria: clearly described relevant for project 3. Product Description and/or Copy criteria: clearly organized technical quality relevant for population related to goals/objectives	✓		*Needs table of contents double-spaced, number pgs organiza. material or SQ SR, etc. does not seem well integrated into study*
E. Results and Evaluation criteria: assesses extent to which project met stated goals data supports assessment (subjective/objective) (Part D may be included in this section)	✓		

	Completed	Recycle	Comments
F. **Conclusions and Recommendations** criteria: General conclusions stated which are relevant to results Implications for project application, revision, or further development included	✓		
G. **References** criteria: correct format	✓		*Use period rather than comma to separate author and title in bibliography*

H. Additional Comments:

Very well done.
Comments above relate only to formal organization of the paper.

Reviewed By________________________ Date *6/3/76*

Sample 22

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Field Study/ Elective Project Checklist

Theoretical Study

Name *Intern B*

	Completed	Recycle	Comments
A. Title			
B. Statement of Issue and Questions to be Explored criteria: clearly stated relevant focus realistic	✓		
C. Review of Literature criteria: 12 or more references current clearly written relevant representative - selects from several sources	✓		*Nice, neat review Models offer helpful organizer to field!*
D. Educational Implications criteria: clear relevance for teaching and/or educational programming clearly related to statement of issues and questions explored	✓		*Succinct and on-target*
E. Conclusions/Recommendations criteria: general conclusions/recommendations stated which are relevant to issues and questions explored	✓		*See add'l comments*
F. References criteria: correct format	✓		

G. Additional Comments *Recommendations section is excellent - shows real grasp of some major issues and offers helpful guidelines. It is not clear, however, whether recommendations follow from literature or represent personal conclusions abstracted from a "gestalt" of the writings. Guidelines that you have given are needed - Should others support or value their credibility?- Title is catchy but threw me off- you're not talking miracle, but clear and steady progress. Better would be - Navigating Rough Waters!*

Reviewed By *Stan Fagen* Date *6/2/76*

Sample 23

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Elective Projects and Field Studies

Intern	Project Title	Description
Elaine Addess	A Math Multi Level Problems Solving Bank for Students with Reading Problems	A bank of work problems which are cross coded by reading & math levels 1-6.
Susan Blacklow	A Survey of Language Arts Materials used in Intermediate SLD Classes	The primary objective of the survey is to match MCPS Reading Skills Objectives to materials identified as effective for elementary, intermediate SLD students.
Bill Davis	An Exploration of Juvenile Facilities that Service Montgomery County Youths	Four slide tape presentations and worksheets to be used as activities and resources with the Police Student Relations project.
Sue Downey	An Evaluation of TGT as a Teaching Strategy	A resource file of TGT curriculum units.
Joan Eisner	Prehistoric Life: A Science Curriculum for Fifth and Sixth Grade Students with Low Reading Ability	A high-interest science unit based on the various learning styles and cognitive levels of a select group of students.
Sally Eller	Teaching Analysis of Leadership Behavior	Videotapes of student groups which focus on assessing and evaluating the leader's style and functions and assessing the appropriateness of the leadership behavior.
Gregg Gochnour	A Curriculum Approach to Overcoming Fear Through Bee Encounter	A six week curriculum guide for Insect Study which provides and implements an anxiety-stress opportunity through bee encounter and develops an awareness of agriculture as a hobby and/or future career.
Laurie Gross	Teaching Behavior Alternatives to Passive Aggressive Students	The project includes a report which defines approaches for dealing with passive-aggressive students and activities to help these students self actualize.

Ellyn Hochen	Counseling the Reluctant Student	A videotape of a counseling session using a dialogue based on the counseling model with a reluctant student.
Mike Jenkins	Basic Skills Social Studies Unit on the Bicentennial	An exploration of literature and existing mainstreaming models.
Margo Lipschitz	Group Work in the SRC	A description of successful group work and activities used to promote group cohesiveness and growth.
Cheryl Lowenbach	A Multisensory Model for Teaching Secondary School Science	A typical science unit with teaching strategies and techniques which have been restructured and/or enriched to provide a consistent multisensory approach along with diagnosis and remediation of specific reading and/or perceptual problems.
John Thomas	A Physical Education Perceptual Motor Program for Upper Elementary Students at Mark Twain	Curriculum materials for teaching students with perceptual motor problems.

Sample 24

MARK TWAIN TEACHER INTERNSHIP PROGRAM: Current Field Studies

Intern	Project Title	Supervisor
Pam Beveridge	Developing and Using Multi-Sensory Materials for Remediation Reading	Diana Thompson
Judy Billman	A Teacher Training Program for Recognizing, Assessing, and Programming for Learning Disabled Students at Ridgeview Junior High	Liz Glowa
Sandy Breslauer	One Approach to the Development of Vital School-Life Skills with Severely Learning Disabled Adolescents	Stan Fagen
Dick Crawford	Making the Grade Without Stripping Your Gears: Time Saving and Motivational Strategies for Teachers	Sally Eller
Nedra Crawford Marilyn Davids	Community Trails: An Alternative Approach to Experiential Education	Richard Wilson
Louise Dove	The Role of the Student Resource Center in the Basic Skills Program at Redland Junior High School	Jeff Hill
John Hilly	Classroom Management Techniques for School-Alienated Adolescents	Stan Fagen
Ron Jones	Camp for the Troubled: Procedures for Development of a Remedial Academic and Sports Camp (to Build Positive Self-Concept, Athletic and Academic Skills) for Boys and Girls with Emotional Handicaps	Tom Beuglas
John Lutes	An Adaptation of the Orton Gillingham Reading Program to Social Studies and Science Curriculum for Students with Specific Reading, Spelling, and Handwriting Problems	Bev Babcock
Rita Mondschein	Curriculum Choice and Self Concept	Steve Johnsen
Reggie Ott	Conferencing with Parents	Anne Taylor
Marylee Phelps	A Diagnostic-Prescriptive Model for the Use of I Levels to Predict Effective Behavior Management Strategies	Jeff Hill

Intern	Project Title	Supervisor
Randy Rosenthal	A Mini Unit to Promote Successful Laboratory Experiences for Students in 9th Grade Lab Science at Newport	Jeff Hill
Ann Marie Samm Ed D'Auitolo	An Application of the Mark Twain Student Resource Model to Meet the Behavioral Needs of Children at Clarksburg Elementary School	Diana Phelps
Bernie Samm	Development of a Proposal for Building the Self-Concept of Students with Emotional and Learning Problems Through Adventure Education	Stan Fagen
Dave Weiger	A Written Plan for the Education of Gifted and Talented Students at Montgomery Village Junior High, Montgomery Village, Maryland	Diana Thompson
Paul Young	Application of Operant Principles in a Public School Physical Education Class for Emotionally Troubled Adolescents	Jeff Hill
Bob Baldwin	The Adolescent Male Homosexual in an Educational Setting	Stan Fagen
Brian Berthiaume	A Demonstration of Peer Feedback in Affecting Change in Identified Behaviors of Three Selected Adolescents	Max Counihan/ Diana Thompson
Helen Twiford	Establishing a Creative Writing Program in the Teaching of Emotionally Disturbed High School Students	Harry Klugel
Johnnie Mae Armstrong	A Mini Unit to Teach 7th Grade Children of Varying Reading Abilities to Use Functional Reference Materials	Frances Vernosky

Part 7. Instruction: Orientation to Community Resources

Orientation to Community Resources for Exceptional Children

The teacher who deals with adolescents often encounters special problems. There is a wide variety of agencies and programs both public and private in Montgomery County, designed to help solve special problems. A teacher may need services for children who are victims of child abuse or neglect, threatening to run away, require an abortion, are involved in drugs or alcohol, require legal counseling, or involved in issues such as custody or child support. The Orientation to Community Resources experience consists of two parts. Part I is designed to familiarize teachers with social service agencies available to them where additional help is needed. Part II is designed to familiarize teachers with residential and special educational facilities available to the child with special needs.

A. Statement of Objectives

1. To gain first-hand knowledge of community residential, social service and special education facilities.

2. To broaden perspectives on community services which are available for youth with varying problems in living.

3. To identify similarities and differences in special school programs for youth with varying problems in living.

B. Program Components

PART I - Visits to Social Services Agencies in Montgomery County
(Criminal Justice, Mental & Physical Health, Recreational/Vocational)

This consists of:

(a) orientation
(b) two 1/2 day visits
(c) written report
(d) group sharing session - Resource for this session will be Director of Pupil Personnel, MCPS
(e) Montgomery County Community Resources Day

PART II - Visits to Residential & Special Education Facilities

This consists of:

(a) orientation to residential treatment facilities in metropolitan area
(b) two 2 day visits to facilities
(c) written report on 2 of 4 sites visited
(d) group sharing session

C. Illustrative List of Community Resources Available for Visitation

Social and Mental Health Services

_____1. Dept. of Jevenile Services, Probation Division, Rockville, Md.

_____2. Juvenile Section, Montgomery County Police Dept., Wheaton, Md.

_____3. Juvenile Court, Gaithersburg, Maryland

_____4. Crisis Center (Passage), Montgomery County Health Department, Colesville, Maryland

_____5. Bache Free Clinic, Bethesda, Maryland

_____6. Waxter's Children Center, Laurel, Maryland

_____7. Sunshine Company, Colesville United Methodist Church

_____8. Montgomery County Mental Health Association, Hotline and Youth Advocacy Programs

_____9. Drug Education School, Rockville, Maryland

____10. Rockville Youth Services, Rockville, Maryland

____11. Second Genesis, Montgomery County

____12. Community Psychiatric Clinic, Bethesda, Maryland

____13. Family Service of Montgomery County, Rockville and Silver Spring, Maryland

____14. Potomac Foundation for Mental Health, Potomac, Maryland

Special Education Schools

_____1. Linwood School, Ellicott City, Maryland

_____2. School for Contemporary Education, McLean, Virginia

_____3. Episcopal Home for Children, Washington, D.C.

_____4. Rose School, Washington, D.C.

_____5. Kingsbury Center, Washington, D.C.

_____6. St. Maurice Day School, Potomac, Maryland

_____7. Developmental School, Psychiatric Institute, Rockville, Md.

_____8. Groome School, Washington, D.C.

_____9. Glaydin School, Leesburg, Virginia

____10. Christ Church Child Center, Bethesda, Maryland

____11. Leary School, Falls Church, Virginia

____12. Christ Child Institute, Rockville, Maryland

Residential Treatment Facilities

_____1. Springfield State Hospital, Adolescent Unit, Sykesville, Md.

_____2. Edgemeade Center, Upper Marlboro, Maryland

_____3. Psychiatric Institute, Adolescent Unit, Washington, D.C.

_____4. Shephard Pratt Hospital, Adolescent Division, Towson, Md.

_____5. Winterode School, Crownsville State Hospital, Annapolis, Md.

_____6. D.C. Children's Center, Laurel, Maryland

_____7. Montrose School for Girls, Reistertown, Maryland

_____8. Boys & Girls Homes of Montgomery County, Bethesda, Maryland

_____9. Karma Academy for Boys, Rockville, Maryland

_____10. Karma Academy for Girls, Rockville, Maryland

D. Process for Arranging Visits

The process includes the following steps:

1. Identification of a variety of community facilities by the Community Resources Week Committee using such reference sources as staff members, Montgomery County Mental Health Association and Montgomery County Office of Drug Control.

2. Selection of facilities to visit by interns based upon own interests, including any requests by interns for additional facilities to visit.

3. The arrangements are made with an individual facility staff member. These arrangements include:

   (a) obtaining information about time, dress, lunch and directions

   (b) asking each facility staff member to cover the following areas during the visit:

      (1) population served
      (2) mission and services
      (3) staffing
      (4) educational program
      (5) notable features

4. Interns are assigned to visit the facilities. When possible two or more interns are assigned to visit each facility.

5. The following guidelines for visiting community facilities are established:

   (a) Respect wishes and preferences of facility regarding dress, observation, etc.

   (b) Do not take notes while visiting - jot things down at end of day. Exact statistics and precise details are not expected.

   (c) At outset intern should ask host(s) about expectations for their behavior/involvement during visit.

6. Interns visit the facilities. They spend one day each at the residential and social service facilities and two days at the special education school.

E. Guidelines for Report Writing

Interns are required to write a report using the following general guidelines and format:

1. Reports should be written or typed in outline fashion.

2. Submitted reports will be typed, compiled and distributed for personal reference.

3. Suggested format for written report: See Samples 25 and 26.

½-day visit (no more than two typed pages)

(1) Name of Facility
(2) Population Served
(3) Mission and Services
(4) Staffing
(5) Notable Features
  - How does program relate to Montgomery County school system?
  - Types of services
(6) Feelings about facility and other remarks

2-day visit (no more than four typed pages)

(1) Name of Facility
(2) Population Served
(3) Mission and Services
(4) Staffing
(5) Educational Programs
  a. Objectives
  b. Personalization
  c. Schedule
  d. Curriculum
  e. Student & Teacher responsibilities
  f. Behavior & Crisis management
(6) Feelings about facility and other remarks

Feedback and Recommendations on Orientation to Community Resources

Feedback

Interns are asked to provide written feedback on their visits to community resources (see Sample 27).

Analysis of intern feedback for 1975-76 revealed the following:

1. The mean rating on "I felt that I learned." (1-almost nothing, 3-some, 5-a great deal) was 4.8.
2. The mean rating on "In regard to my feeling of involvement during the week, I felt:" (1-little or no involvement, 3-involved some of the time, 5- imvolved most of the time) was 3.8.
3. Comments on general reactions to the week were highly favorable. Illustrative of these comments were:
    - "My visits were valuable in that they gave me a broader perspective on available services for the emotionally disturbed youth who needs more than can be offered by the public school at this time."
    - "This was one of the most interesting and challenging weeks I have experienced."
    - "I was most inpressed by the colleagues who received me."
    - "Terrific week - very thought provoking."
    - "Staff at these sights were very open, cooperative."
    - "Dynamite experience!"

Recommendations

Based on their experiences during the week, interns offered the following recommendations for future community resources weeks:

1. Allow more time for sharing about visits.
2. Arrange for at least two interns to visit each facility.
3. Arrange four one day visits.
4. Allow for reciprocal sharing with colleagues at each facility, e.g., bring Mark Twain pamphlets to distribute, permit similar all day visits to Mark Twain School.

Sample 25

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Community Resources Report for Social Service Agency

Name of Facility:

Population Served:

The ______________________________ is a private, non-profit organization which provides low-cost psychiatric services to Montgomery County children and adults who cannot afford private care. People who are not Montgomery County residents are eligible if able to pay the full cost of the service. People can obtain services on either a referral or a walk-in basis.

Mission and Services:

The mission is to provide professional evaluation, diagnosis, psychological testing, treatment, and preventative services.

Some of the services include individual, group, and family therapy for children and adults; marriage counseling; drug abuse treatment; training of graduate students in psychology and social work; Camp __________ summer day camp for disturbed children of elementary school age; consultation with nursery schools and day care centers to improve mental health skills of teachers and aides.

Staffing:

The facility is staffed by 20 permanent employees, including a psychiatrist, psychologists, and psychiatric social workers. Many additional staff work on a consultant and therapeutic basis on a part-time status. These people are drawn from the mental health community and include psychiatrists, psychologists, marriage counselors.

Notable Features:

The __________ is financed by patient fees which are established on an ability to pay basis, the Montgomery County Mental Health Department. Some of the patients treated are covered by health insurance.

One notable feature is the walk-in evaluation for which no appointment is necessary. Walk-ins are evaluated and diagnosed by trained personnel and the necessary treatment is set up. The clinic is equipped to handle a vast range of problems because of the wide selection of part-time personnel. The case load at this time is approximately 2,000 cases, but more could be treated by calling more personnel from the available people.

The staff at __________ rely heavily on play therapy as a means of diagnosing and treating young children. The older children receive therapy either individually or in groups. There is heavy emphsis placed on family involvement.

Another notable feature is Camp ____________ a summer day program held at Alta Vista School for boys ages 4-11. The goals are to provide a diagnostic and short-term intensive treatment experience as well as providing a satisfying recreational experience. The camp operates with a 2-3 ratio of staff.

Feelings about the Facility:

I was quite impressed by the wide range of services offerred by the clinic and by the fact that the clinic can serve so many people because of how it is organized with many part-time therapists.

I feel anyone working with people in a helping capacity should be familiar with this facility.

Sample 26

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Community Resource Report for Residential and Special Education Facility

Name of Facility:

Population Served:

________________ has a capacity of one hundred ten students, both boys and girls, in grades 7-12. Most of these students come from Washington-Baltimore-Northern Virginia area. Most of the students have a history of one or more of the following problems: truancy and poor class attendance, undermotivation, underachievement, disciplinary problems at home or school, minor involvement with the law, drug use, minor emotional disturbances, social adjustment problems, passivity, negativism, and general adolescent turmoil. The students are of above-average intelligence. Students are not accepted at if they are diagnosed psychotic or thought to be dangerous to others. Also, physically handicapped students are not accepted.

Mission and Services:

Even though ________________'s students are of above-average intelligence, they were not able to function in regular schools. ________________ tries to instill in these students greater self-confidence, better self-image, and a positive way of reacting to their environment. ________________ is basically a five-day boarding school, but there are a few seven-day students.

Staffing:

The main emphasis in hiring staff members is hiring teachers with good interpersonal relations skills. The directors do not look for people with training in special education. Many of the staff members are dorm counselors as well as being teachers. They must be able to deal with students on a 24-hour basis. Teachers must be patient and must be able to accept students as they are without appearing to be judgmental. The student-staff ratio is about 2½ to 1.

Educational Program:

Objectives:

________________ emphasizes self-confidence, self-acceptance, other-acceptance, and interpersonal skills. Academic subjects and electives are offered, but academic success and competition are not stressed. It is possible to graduate from high school from ________________, and some of the former students have gone on to college.

Personalization:

________________ emphasizes acceptance of people as they are and individual differences. ________________ is flexible as to planning different student schedules, planning new course electives, providing small classes, providing informal classrooms, allowing students who need a permanent home to remain at school on weekends, allowing students to cut class if they need to get their heads together, providing field trips and sports activities, allowing students to vent their feelings whenever necessary, and reducing the usual level of teacher-student hassling.

Curriculum:
The curriculum is ungraded and roughly parallels grades 7 through 12 in public schools. No formal grades are given. Narrative reports are given to parents and students, and the teachers try to help the students to evaluate their own progress. The regular basic subjects are offered, plus electives such as art, wood carving, pottery, guitar, shop, photography, auto mechanics, women's studies, child psychology, and relationships in marriage. Students must take two hours of English each day on the theory that they need to learn to better express themselves. Students may also do independent work for credit, and they may attend tutoring sessions. None of the classes have homework.

Schedule:
Most students take five to seven classes per day, depending on whether or not they are trying to finish up as soon as possible for graduation. The schedule is:

Period 1	8:30 - 9:25
Period 2	9:30 - 10:25
Period 3	10:50 - 11:45
Period 4	11:50 - 12:45
Period 5	1:45 - 2:40
Period 6	2:45 - 3:40
Evening	

Student and Teacher Responsibilities:
Students work out a program of study, and they are expected to fulfill those obligations -- by class attendance (or independent study), by completion of assignments, and by participation. Students are not pressured by the teachers - the environment is warm and accepting.

Teachers turn in their class attendance daily. They do not give grades - reports are in the form of a written narrative. They function as counselors in working on interpersonal skills with students. Many of the teachers are also dorm counselors. Every afternoon, they must sponsor an activity or oversee free time in the dorms.

Behavior and Crisis Management:
Counseling is generally used to control student behavior. However, when a student compiles a significant number of offenses, he is suspended. This means that the parents must come to the school to take the student home, and the student must leave school, a place that he has chosed to attend and which he genuinely likes. Suspensions are generally very effective, mainly bacause students like to be at ________________, a place where they have many freedoms.

Feelings about the Facility:

________________________ has a very informal, relaxed, open atmosphere. Students and teachers enjoy being there and enjoy working with each other. Students have many freedoms, and they must learn to handle the freedoms. The school is in a rural setting, over ten miles from __________________, and there is not much trouble they can get into there. Students enjoy living in dorms, and their rap sessions are open, honest sessions. Psychiatrists are available if needed. The only negative vibrations I received were from some of the members of the admissions committee, the main decision-making group. One faction would like to see more "normal" students at _________________ and the other faction would like to accept only disturbed students.

_______________________'s admittance fees vary. Five-day students are charged approximately $4,000 for ten months, and returning students receive a slight reduction in costs. Seven-day students are charged approximately $7,000. Some counties will provide assistance to their students who attend ________________ if there are financial problems in the family. Montgomery County will pay half of the admittance fees.

Sample 27

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Feedback on Orientation to Community Resources

Name: ______________________________ Date: ____________________

I. I felt that I learned:

1	2	3	4	5
Almost nothing			A Great Deal	

II. In regard to my feelings of involvement during the week, I felt:

1	2	3	4	5
Little or No Involvement		Involved Some of the Time	Involved Most of the Time	

III. Comments or reactions:
(Please indicate your reaction to this week's visits on the following points)

1. Usefulness of sites for visits (any note useful or particularly useful)

2. Problems experienced, if any:

3. General reactions/impressions:

4. Suggestions for future community resources orientations:

Part 8. Recruitment and Selection

Recruitment and Selection of Interns

Consistent with the goals of the Mark Twain Teacher Internship Program, recruitment and selection is aimed at identifying well qualified regular teachers who have a strong desire to teach students with special needs. Recruitment efforts are concentrated on in-system staff seeking redeployment in the field of supplementary education. Staff are informed of available internship through articles placed in the MCPS Bulletin (see Samples 28 and 29). Following the announcement of internship positions, orientation sessions are held for interested teachers (see "Outline for Orientation Sessions" and Sample 30).

The selection process is designed to obtain data on the candidate's demonstrated performance as a regular classroom teacher (see "Process for Internship Selection"). To be eligible for the internship, applicants must have had two years' successful teaching in Montgomery County Public Schools. A few positions are also available for teachers not currently employed by MCPS, but with clear potential for outstanding future service. Application forms are carefully reviewed to determine eligibility (see Sample 31, "Supplementary Application - MTTIP").

Following the determination of an applicant's eligibility, additional data is gathered for selection decisions. Confidential references are solicited from three persons who know the candidates' work, one of whom must be a supervisor or school principal (see Sample 32, "Mark Twain Internship Reference Form"). Cumulative personnel folders are reviewed to gain further understanding of the applicant's scholarship and teaching skills (see "Personnel Folder Review Guide"). References and folder reviews also provide valuable information regarding emotional maturity, relationship skills with students and staff.

Group and individual interviews are conducted to evaluate the degree to which the following priority qualities are evident:

1. Commitment to working with youth
2. Flexibility and perseverance under stress
3. Warmth, empathy, humor
4. Communication and cognitive skills
5. Creativity, energy and enthusiasm
6. Self-awareness and acceptance
7. Group process skills
8. Positive physical appearance and speech
9. Knowledge of subject or field
10. Ability to negotiate with authority

Two major variables are considered in making selections: (1) which applicants are best qualified, and (2) staffing needs (including projected turnover, and balance regarding years of experience, sex, race and subject strength).

At the present time sixteen internships are authorized, twelve of which may be used for regular teachers applying for leave to complete the internship program.

The selection process involves two phases:

(a) Phase 1 consists of : (1) Supplementary Application Form, (2) Review of applicant's personnel folder, (3) Personal reference, and (4) Group interview (see Group Interview Schedule; Rating Form; Format; Task; and Scoring Criteria). An interdepartmental selection committee reviews these data sources and decides whether or not to pass the candidate to Phase 2 (see Samples 32 and 33). This committee is composed of the Associate Training Director; at least one Program Management Group Member; representative of Department of Staff Development; and representative of Department of Professional Personnel.

(b) Phase 2 consists of an individual interview, with the Associate Training Director, Training Director, and program administrators from Mark Twain School and/or School-Based Programs (see Individual Interview Schedule; Questions; Rating Form). The selection committee for Phase 2 reviews all the data sources and decides whether or not to recommend appointment to the internship. A memorandum with the list of teachers recommeded for the internship is sent to the Director, Division of Teacher Personnel. The list indicates the school year for which the teachers are recommended to the internship, their present positions in the county (i.e., teacher at Little Elementary School), and their years of MCPS teaching experience.

Sample 28

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Montgomery County Public Schools Bulletin Article, March, 1974

MARK TWAIN INTERNSHIP: "Exhausting But Rewarding"

Why would a 10-year veteran social studies teacher and championship debate coach leave Wheaton High and give up nearly half his salary for a year, to spend up to 12 hours a day taking courses and practice teaching at Mark Twain School?

"Because I felt my teaching could be improved," said Harry Klugel, one of this year's Mark Twain interns. "This program offers the kind of strengthening I needed - focusing on different kinds of teaching for the diagnosis and prescription of student needs."

"It's the most intensive training I've ever had, and I've had a lot," he added. "It takes complete involvement. It's exhausting, but really rewarding."

The other interns this year - Carol Anderson, Bob Baldwin, Liz Ellis, Tom Kranz, Toni Parker, April Stanley, and Marianne Tonzi - echo that theme: "Exhausting, but rewarding."

The 10-month Mark Twain Internship Program, completing its second year, offers MCPS teachers a chance to work toward full-time state certification in special education. Partially funded with federal money, through FY 74, next year' program is contingent upon budget approval by the County Council.

The program is open to elementary and secondary teachers with at least two years' successful MCPS teaching, and provides up to 34 in-service course credits. This includes at least 900 hours of practice teaching with adolescents who have problems in academic tasks, human relationships, and self-organization. Students with these kinds of problems are the prime concern of the Mark Twain Programs, which provide a continuum of supplementary educational services both at the school and in School-Based Programs.

"Mark Twain teachers don't find the interns (or any other student teachers) a burden," said Roz Inman, staff development specialist. "They consider those extra hands helpful. When a student is acting out, you need another hand there."

"This was one of the major concepts behind the Mark Twain School," principal Bill Porter pointed out. "We are committed to meeting the increasing demand for in-service training from those who work with adolescents with serious learning and behavioral problems."

Interns practice their teaching skills both at Mark Twain and at the junior and senior high schools with School-Based Programs. When their internship is complete, most become teachers in one of the two programs. "But even if I didn't make it in the Mark Twain programs," one intern said, "I'd still be a better teacher in a regular school."

The training program focuses on five areas of teaching competency: behavior management curriculum development and implementation; psychoeducational assessment and programming; human relations and counseling; and system analysis and consultation.

The courses are taught by Mark Twain staff, who are "unbelievably good," according to Klugel. "They very quickly figure out what your strengths and weaknesses are, and you get a chance not only to work on your weaknesses, but to make use of your strengths."

"We are really learning good things," said Carol Anderson, who was a Catch-Up teacher at Pine Crest Elementary before her Mark Twain internship. "It's not just facts tucked away in your head. We are in a setting where we use what we are learning as we go along."

Mrs. Anderson believes that "Mark Twain kids are basically the same kind of kids as those in Catch-Up. Working with them is frustrating and takes a lot of patience. It's tough, time-consuming, and a drain, but very rewarding. I've been in rough jobs before and got little support from the school system. Here you get support from so many other people."

Marianne Tonzi agrees. A junior high teacher who went into the intern program because she felt a need for better communication with students, she said, "The School-Based Program made sense to me. I was dissatisfied with not knowing why a kid acted the way he did. I knew they needed more help."

"The Mark Twain people don't have all the answers," she added, "but they do try to practice the theories they preach. The support you get is tremendous."

"One of the program's real strengths," she concluded, "is the rapport among the intern group. That makes it really special."

Tom Krantz is another who went into the program because he was impressed with the School-Based Program and what it could accomplish. "Besides, I was ready to try something a little different," he said. He admits it is financially difficult. As he puts it, "a little tight, but not real bad." He thinks it will pay off in the long run, in increased career opportunities.

Teachers accepted in the Mark Twain Internship Program go on academic leave for 10 months - at 60% salary if they agree to teach in MCPS for three more years, or 50% salary if they teach for two more years. This year's interns are either single or have working spouses.

Krantz points out that the program is valuable training for any teacher. "It's really concerned with seeing kids improved." Besides, he says, "where else can you pick up 32 hours of free graduate-level credit?"

What sort of teacher succeeds as a Mark Twain Intern?

"They don't have to be super-people," said Dr. Stanley Fagen, Mark Twain supervisor of professional development. "But they have to be able to relate to students and their problems; they have to care."

"Mark Twain students challenge a teacher's sense of competency," Fagen added. "To work with them, teachers have to be able to bear frustration, to look at themselves without being defensive, and have the willingness to search for alternatives. A rigid, authoritarian person won't make it here."

Two orientation sessions have already been held for teachers interested in applying for next year's program. Another session is scheduled for 4:00 p.m., Thursday, March 21. Additional information about the program and application materials will be provided there. Anyone interested, but unable to attend the orientation meeting, should contact Dr. Fagen, 762-4350.

Evaluation is an important facet of the Mark Twain Internship Program. Not only are interns evaluated in terms of conpetencies, but the interns evaluate staff performance and program content. Last year's interns were asked to reflect on what they got from the program.

- I was bored with teaching. This program opened a new area for me.
- I have gained confidence in myself as a person and am better able to interact with peers.
- I have gotten to know myself better; I am not afraid of feelings.
- I am better able to recognize and diagnose student problems.
- I have acquired new skills which should be useful throughout the rest of my teaching career.
- I know more about what I'd like to do with my life.

Sample 2O

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Montgomery County Public Schools Bulletin Article, March 7, 1977

The Mark Twain Teacher Internship Program is seeking applications from those interested in teaching children with special needs. The program includes competency-based seminars in assessment-programming, counseling, individualized instruction and curriculum, behavior management, school resourcing and consultation, group work, and at least 900 hours of practice teaching in the Mark Twain School, School-Based Programs, and Supplementary Education Resource Programs. Satisfactory completion of the Internship will earn 33 in-service course credits as well as state special education certification.

Those who choose to matriculate through Trinity College (Washington, D.C.) may receive a Master of Arts in Teaching degree in special education for students with emotional and learning problems. Participants get a 1/3 tuition reduction. This year's cost is $50 per credit or about $1,600 to earn the Master's Degree.

MCPS was the first school system in Maryland where state certification in special education could be earned through in-service courses, and first to offer an off-campus master's degree. The program has received national recognition and much of its success is attributed to the Mark Twain faculty. As Dr. Stanley Fagen, Mark Twain's supervisor of professional development put it, "These are really committed people; the kind of teachers who put in a taxing day and still are willing to take on more so others who want this kind of training can have it."

What sort of teachers succeed in the internship program?

"They don't have to be super people," said Fagen, "but they have to be able to relate to students and their problems. They have to care."

"The students we work with challenge a teacher's sense of competency," Fagen added. "To work with them, teachers have to be able to bear frustration, to look at themselves without being defensive, and be willing to search for alternatives."

Leonard Guedalia, teacher specialist in charge of the internship program considers it a particularly attractive alternative this year when declining enrollments and school closings require redeployment of staff. "This training program can retrain people for supplementary education - a priority area," he said.

To be eligible for the Mark Twain Teacher Internship Program, applicants must have had two year's successful full-time teaching in MCPS. Those selected as interns can apply for academic leave, and receive 50 or 60 percent of their regular salary, depending upon the service commitment they make.

Interested persons may attend an orientation session at Mark Twain School on Tuesday, March 15, or Thursday, March 17, from 3:45 to 5:00 p.m. Those unable to attend the meeting should call Len Guedalia, 762-8335.

Deadline for applications is Wednesday, April 13.

Outline for Orientation Sessions

Materials

Dining Room 1
Slide-tape
Coffee
Internship packets
Sign-up sheet

Arrange all of above ahead of time and check on session day.

Format

4:05 - 4:07 Welcome

1. Glad you could come!
2. Introduce self and interns
3. We are beginning the process for recruiting and selecting interns for next year. The definite number of internships has not been established yet. In the past, we have had 16 positions - 12 MCPS teachers and 4 out of county. However, we will definitely be offering the program.

4:07 - 4:30 Slide-Tape

Will offer a perspective of the internship training environment within the Mark Twain School Programs.

4:30 - 5:00 Questions

1. General - from audience
2. Specific - be sure to include all but (a)

(a) Only If Asked:
Validation out of course - is this possible?
answer: if candidate has reasonable cause (experience-degree), this should be presented to the program director, Dr. Fagen, if accepted he will then present to the competency coordinator - if agreeable to coordinator - possible to check out of all or part of a course.

(b) Refer to Yellow Sheet:
Recruitment/Selection Timetable

Group Interviews:
Scheduled between April 1-11, 1975 in the late p.m. or evening. If your application is received and if you are eligible, ALL will be called for a group interview by intern management staff and someone from teacher personnel.
Format: group of 4-6 candidates - individual sharing - respond to problem situation as an individual and as a member of the group. Chance to WORK WITH PEOPLE Program focus.

Phase I Decision:
No later than week of April 14-18.

Individual Interviews:
Week of April 28 - May 8.

Final Decision:
Begin May 9

Process continues as applications are received.

(c) Jobs

Opportunity for replacement within Mark Twain School and School-Based Programs.

Opportunity for new positions - school-based programs have increased from 3 positions in 1970 to 6-9-16-23 this year and 8 new positions for next year, totalling 31. There are 55 Jr./Sr. and middle schools in the county, and the plans are to have a school-based program in each one by 1980.

14 out of 16 interns are now working, either in Mark Twain School or School-Based Programs.

Also with the thrust towards mainstreaming at the elementary level positions are available in resource rooms.

(d) Programs

- 1 year full-time with leave for MCPS teachers - no leave for non-MCPS's.

- considering a 2 year part-time program - no leave.

- if you are interested, please apply.

Questions - not expected

- does internship count towards tenure?

- put Ms. on Application?

Sample 30

MARK TWAIN TEACHER INTERNSHIP PROGRAM

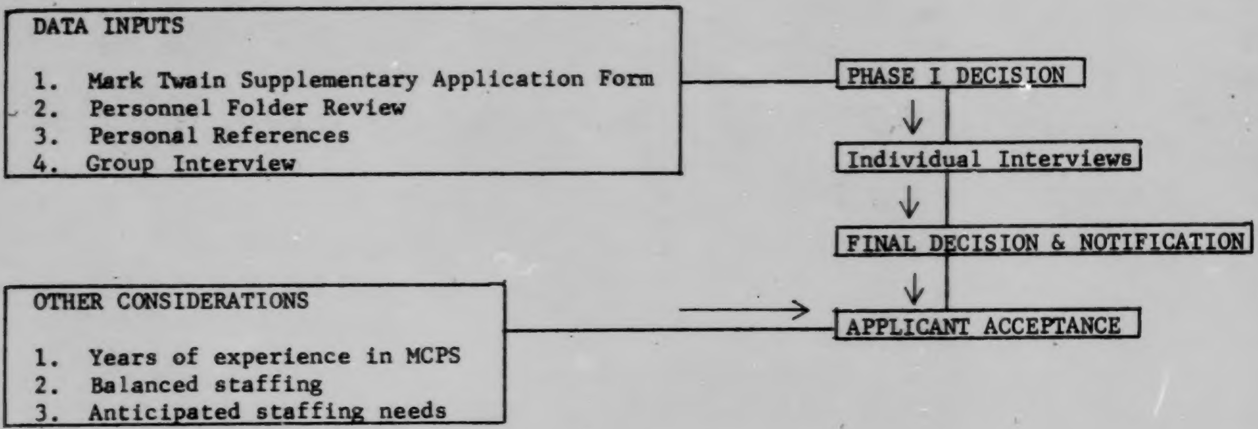
Orientation Sign-In Sheet

	Name	School	Area of Concentration (Subject/Grade)	Phone Home	Phone School
1.	Joan B.	Southlawn Middle	5-8 Vocal Music		
2.	Margot K.	Sherwood Elem.	3rd - 4th		
3.	Ginny K.	B.C.C.	Math Peer Counseling		
4.	Mary Lee P.	Julius West	English 8		
5.	Georgette M.	Julius West	English 8		
6.	Ann Marie S.	Fields Rd.	4th - 5th		
7.	Ann P.	Sherwood Elem.	4th		
8.	Russel D.	Peary H.S.	Natural Science		
9.	Richard C.	Woodley Gardens	6th		
10.	A. Michael C.	Rock Terrace H.S.	Special Education		
11.	Nick W.	Tuckerman Elem.	Special Education		
12.	Don C.	N. Bethesda Jr. H.	Math		
13.	Marie P.	Candlewood Elem.	5th		
14.	Jerry P.	Potomac Elem.	4th		
15.	Ken S.	Springbrook H.S.	Psychology		
16.	Meredith M.	Springbrook H.S.	Psychology		
17.	Larelda G.	Northwood H.S.	Home Economics		
18.	Pat K.	None New to Maryland	Former Reading Teacher		
19.	Marlene H.	Rich Montgomery	English/Journalism		
20.	Kathryn D.	Vision Program	Special Education		
21.	Harriet F.	Mark Twain			
22.	Melanie S.	Northwood H.S.	Sociology Social Studies		
23.	Carol G.	Lurmanor Elem.	4th		
24.	Allen M.	Northwood H.S.	Special Education		

FIGURE 5.

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Process for Internship Selection, 1977-78 Mark Twain Teacher Internship Program


DATA INPUTS
1. Mark Twain Supplementary Application Form
2. Personnel Folder Review
3. Personal References
4. Group Interview
PHASE I DECISION
Individual Interviews
FINAL DECISION & NOTIFICATION
APPLICANT ACCEPTANCE
OTHER CONSIDERATIONS
1. Years of experience in MCPS
2. Balanced staffing
3. Anticipated staffing needs

Sample 31

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Supplementary Application

This information is necessary to select candidates. It is confidential and will not become a part of your personnel folder. Please type or print.

Name:	Last	First	Middle/Maiden	Date Submitted: *1-12-76*
Miss ( ) Mrs. ( ) Ms. ( ) Dr. ( ) Mr. ( )				Phone: Home Business
Address: Street	City	State	Zip Code	Social Security #
School/Department				Area

Subject(s)/Grade(s) Now Teaching or Assignment:

References: List names of three persons who know of your professional work, at least one of whom has been your supervisor/principal. (References from others may be sought if needed).

Name	Official Position	Phone	Present Address
	Principal		*Georgetown Hill*
	Tch./Spec. Educ.		*Area Office*
	Pupil Personnel Wrkr.		*Area Office*

List any awards, honors, publications, or special skills relevant to the position for which you are applying.

List activities (Professional or service) in which you are currently involved.

See attached sheet

List other activities related to youth in which you have been involved during the last five years.

See attached sheet

What training experiences have you had recently that you consider significant and why? (e.g., institutes, seminars, training programs)

See attached sheet

Supplementary Application: Part 2

Date of Birth	Marital Status	Number and Ages of Children	
___ ___ ___	S M W D	____	____________
Mo. Day Year		No.	Ages

List all colleges or universities attended for undergraduate or graduate study, in chronological order beginning with first undergraduate study. Include institutions attended even though no degree was attained.

Dates of Attendance	College-University and Location	Major Field	Minor Field	Degree Earned

List all relevant employment in chronological order with most recent employment first.

Dates (mo. & yr.) from to	Name & Address of School or Employer	Duties (if teacher, subject/grade)

List any areas of professional certification.

Date	Title

Please explain your reasons for applying for an internship position at Mark Twain School and School-Based Programs.

I have applied for the Internship Program at Mark Twain for many reasons. Primarily, I believe that the education I would receive working in the program would greatly enhance my overall teaching ability. I would also gain an additional certification which would broaden my opportunities, and it would enable me to continue working with children while attaining a graduate degree in my chosen field.

(Use additional sheet if necessary)

Honest self-appraisal is seen as essential to functioning effectively in this field. Please evaluate yourself (as a professional and as a person) in terms of what you feel are important characteristics, strengths, and limitations.

As an individual I possess certain strengths and characteristics which I believe are necessary to function effectively in this field. I consider myself to be a fair and honest person with an open mind. I am sensitive to the feelings and needs of others, and I try to be helpful to them. I am fairly patient and, in general, possess a low-keyed and quiet personality.

As a professional in education I have a deep concern for children and their happiness. I enjoy teaching and have derived much satisfaction from working with children. Usually, I am able to relate in some way to children, and I try to develop an open and honest relationship with them. In working with children, I try to sense their needs and adapt myself and my program to help give them positive experiences.

In teaching physical education, I have worked with hundreds of children every year. I organize and manage large groups of children, as well as individualize instruction. I have worked with children from diverse intellectual and socio-economic backgrounds in both Baltimore City and Montgomery County. The schools in Baltimore City were in low economic areas. The three schools in Montgomery County ranged from low to high socio-economic groups. Throughout my career, I have worked closely with minority groups, and I believe I am successful in relating to them. All of my experiences have helped me in relating to children from different backgrounds.

At times, I feel limited in my knowledge of alternatives in dealing with childrens' problems and frustrations. In turn, I am frustrated when I fail to reach a child and affect change. I believe that additional education would greatly reduce this limitation and help me become a better teacher.

(Use additional sheet if necessary)

Additional Comments

List activities (professional or service) in which you are currently involved. List other activities related to youth in which you have been involved during the last five years.
What training experiences have you had recently that you consider significant and why?

During the last five years and currently, my teaching experiences have included working with children with special needs. I was involved in a screening and remediation program with primary children while working in Baltimore City. I have worked with SLD and EMR children while in Baltimore City Schools as well as Montgomery County Public Schools.

Since working in Montgomery County, I have taught a Motor-Perception Clinic at Maryvale Elementary School for children in the Diagnostic-Prescriptive Program. I have also taught third grade and kindergarten in the Title I Summer School Program. I am currently working with a student from Hoover Junior High School in a work program through the Area 3 Supplementary Education Office.

I consider these experiences an asset to my teaching career because they have given me an opportunity to work with and learn from all types of children. Consequently, I have become more aware of the problems and individual needs of children in various situations.

Sample 32

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Reference Form and Introductory Letter

Georgetown Hill Elementary
Principal
11614 Seven Locks Road
Rockville, Maryland 20854

Dear

has applied for the Mark Twain Teacher Internship Program - a graduate level internship in teaching adolescents with learning and emotional problems. The candidate has indicated that you can provide an evaluation of his/her potential for the position. We would appreciate your completing the enclosed "internship reference form."

Mark Twain Programs serve adolescents and pre-adolescents who have been unable to succeed in academic tasks, human relationships, and self-organization. The Mark Twain Teacher Internship Program is designed to prepare personnel to teach these students. The internship is a ten-month, full-time learning experience leading to Maryland State Certification in Special Education. Interns may elect to earn a Master of Arts in Teaching through our affiliation with Trinity College of Washington, D.C. The program provides an integrated curriculum consisting of practice teaching, seminars, and individualized study. We are looking for people who have the willingness, ability, and energy to develop themselves, both personally and professionally.

No candidate will be accepted or eliminated on the basis of a single reference. Data are being collected from a number of sources. Information from references will be kept in confidence and the completed forms will not become part of the personnel record maintained by the Montgomery County Public Schools Department of Personnel.

We are striving to make recommendations for appointment to the Mark Twain Internship Program as soon as possible, and would appreciate a reply by
Thank you for helping.

Sincerely yours,

Stanley A. Fagen, Ph.D.
Supervisor of Professional Development

Reference Form

Applicant's Name: ________________________ Date: 3/24/76

During what period have you known the candidate? From Spring, 74 to present

What is your relationship to him/her? (For example, "I am/was his/her school prinicipal.")

( ) I do not know the applicant well enough to complete this form.

( ) I prefer to write a letter, which is attached.

			Rating			
APPLICANT CHARACTERISTICS	5 Top 10%	4 Top 30%	3 Top 70%	2 Bottom 30%	1 Bottom 10%	Don't Know/ Doesn't Apply
Instructional:						
Depth and breadth of knowledge of subject matter	(✓)	( )	( )	( )	( )	( )
Ability to determine individual student needs	(✓)	( )	( )	( )	( )	( )
Ability to adapt methods and curriculum to meet these needs	(✓)	( )	( )	( )	( )	( )
Ability to deal with the class as a group	(✓)	( )	( )	( )	( )	( )
Ability to identify and contribute to the solution of school problems	(✓)	( )	( )	( )	( )	( )
Willingness to grow, to expend energy to develop him/herself	(✓)	( )	( )	( )	( )	( )
Willingness to keep systematic records	( )	( )	( )	( )	( )	(✓)
Willingness to provide services beyond those which are normally expected	(✓)	( )	( )	( )	( )	( )
Ability to express thoughts and ideas clearly	(✓)	( )	( )	( )	( )	( )
Degree of interest in teaching children who have problems in school	(✓)	( )	( )	( )	( )	( )
Personal:						
Enthusiasm	(✓)	( )	( )	( )	( )	( )
Flexibility	(✓)	( )	( )	( )	( )	( )
Independence	(✓)	( )	( )	( )	( )	( )
Openness	(✓)	( )	( )	( )	( )	( )
Reliability	(✓)	( )	( )	( )	( )	( )
Self-Conficence	(✓)	( )	( )	( )	( )	( )
Sensitivity	(✓)	( )	( )	( )	( )	( )
Warmth	(✓)	( )	( )	( )	( )	( )

Rating on Job Competence

Scholarship, organizational ability, professional perspective, and teaching power are some factors related to competence. In your judgment, how competent is this candidate as demonstrated by his/her work in school, college, or on a job?

Check one:
5 (✓) Top 10% Extremely competent. Can always be counted on to do an excellent job.
4 ( ) Top 30% Very competent.
3 ( ) Top 70% Adequate, but not outstanding.
2 ( ) Bottom 30% Doubtful.
1 ( ) Bottom 10% Incompetent. Has failed on many occasions to perform satisfactorily.

Please state reason(s) for your choice:

Mr. has met every challenge the school has offered. He has accepted responsibility for some areas of school management which might not be commonly associated with his position - - always with good humor, grace, and warm support. He adjusts program, style, and vocabulary to the level he is working with. He maintains equally good rapport with kindergarteners and upper level students.

Rating on Emotional Maturity

Mark Twain interns will work with adolescents who are upset, who feel uneasy about their "special" status, who have basic concerns regarding their worth, their normalcy, and their future. With these considerations in mind, how do you rate this candidate on emotional maturity and stability, on ability to tolerate stress, on ability to deal with people whose values are different from his own, and on ability to cope with unusual difficulties?

Check one:
5 (✓) Top 10% Exceptionally mature and emotionally stable. Has demonstrated his/her ability to function effectively in periods of stress.
4 ( ) Top 30% Very good. Mature and emotionally stable.
3 ( ) Top 70% Good. About average in emotional stability and maturity for his/her age group. Will need supervision.
2 ( ) Bottom 30% Doubtful. There is reason to believe that candidate will not stand up well under stress.
1 ( ) Bottom 10% Poor. Candidate seems to be emotionally unstable. Has a history of emotional outbursts or withdrawal, or demonstrates an inability to cope with stress in other ways.

Please state reason(s) for your choice:

He has remained cool and has maintained appropriate perspective in moments of extreme stress. Although he replaced a tremendously popular "rah-rah" personality and faced some initial resistance at this school, he has won the admiration and respect of the students. He his very much is own man.

Rating on Relationship (Skills)

Mark Twain interns will work with small groups of adolescents who have diverse backgrounds, needs, and problems. How would you rate this candidate on relationships with adolescents?

Check one:

5	(✓)	Top 10%	Unusually effective in such interactions. Works well with individuals or groups. Relates well to all kinds of adolescents, respects them, and gains their respect.
4	( )	Top 30%	Very good. Works quite well with adolescents.
3	( )	Top 70%	Good. About average in effectiveness of relationships with others for his/her age group.
2	( )	Bottom 30%	Doubtful. There is reason to believe that the candidate will have difficulties working with adolescents.
1	( )	Bottom 10%	Poor. Candidate cannot work effectively with adolescents; is uncooperative or arouses antagonism needlessly.

Please state reason(s) for choice:

Since he has been working only with students from affluent homes in the time I have known him, I can't respond to this from personal knowledge. However, since he came to us highly recommended by the Maryvale principal, I would assume he can work well with children from diverse backgrounds and with a multiplicity of needs.

Rating on Relationship (Peers)

Interns will also work together in small groups to plan and implement an educational program geared to meet the individual needs of each student. Considerable cooperation and support among all of the staff is vital. How would you rate this candidate on relationships with colleagues?

Check one:

5	(✓)	Top 10%	Unusually effective in relationships with others. Works well in groups. Can lead or follow as occasion demands. Is regarded as a good and dependable fellow worker.
4	( )	Top 30%	Very good. Works quite well with others.
3	( )	Top 70%	Good. About average in effectiveness of relationships with others for his/her age group.
2	( )	Bottom 30%	Doubtful. There is reason to believe that the candidate will have difficulties working with others.
1	( )	Bottom 10%	Poor. Candidate cannot work effectively with others; is uncooperative or arouses antagonisms needlessly. Distracts a group from its purposes or does not carry out his/her obligations.

Please state reason(s) for choice:

If he leaves us everyone at Georgetown Hill will cry!

Do you have any knowledge of special job skills or other assets the candidate may have that would qualify him/her for an internship with Mark Twain School and School-Based Programs?

Overall Recommendation

If I had responsibiltiy for this program, I would:

(✓) recommend the candidate without reservation as an excellent prospect for the Mark Twain Internship. *(but with reluctance at the prospect of losing his skill and know-how to another school)*

( ) have some reservations, but would recommend the candidate as a good prospect for the Mark Twain Internship.

( ) have substantial doubts about the candidate but think that he/she might be given a chance to prove himself/herself during a staff development program prior to utilization on the job.

( ) feel that the candidate is unsuited for the Mark Twain Internship position for which he/she applied.

( ) Other

Additional Comments:

	Principal, Georgetown Hill	*3/24/76*
Signature	Title	Date

Please return this form to Mark Twain School. A stamped, addressed envelope is enclosed.

Sample 33

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Personnel Folder Review Form

Name____ ______________
Last First M.I. Social Security No.

Present Employment: ( ) Professional ( ) 12-Month ( ) Non-MCPS
( ) Supporting Services ( ) 10-Month ( ) Unemployed

Date of Birth Sex Marital Status Number and Ages of Children

_____ _____ M F S M W D _____ ______________
Month Year No. Ages

List all colleges or universitites attended for undergraduate or graduate study, in chronological order beginning with first undergraduate study. Include institutions attended even though no degree was attained.

Dates (Years) From To	College-University and Location	Major Field	Minor Field	Degree Earned

List all full-time employment in chronological order, with most recent employment first.

Dates (Mo. & Yr.) From To	Name and Address of School or Employer	Duties (If teacher, subject/grade taught)

MCPS Employment History:

Number of applications for change in position or transfer which did not result in favorable action: _____

Submitted application for A & S position: ( ) No ( ) Yes
Enrolled in Leadership Training Program: ( ) No ( ) Yes

List MCPS Assignments:

List Certificates:

Dates (Year)					
From	To	Position	School/Office	Date	Title

Course Work Beyond B.A.:

Has Candidate pursued formal education within the last 5 years? ( ) No ( ) Yes

If yes, how many courses? ______

Course Grades (No.)

A	B	C	D/F	S	U

Comments:

References - Pre-MCPS Employment: (If references are 3 or more years old, check here ( ) and omit this section)

Number of References _____

Rate Candidate on references: ( ) High ( ) Average ( ) Low

Comments:

Do any references express a concern? ( ) No ( ) Yes
If yes, note concern.

MCPS Evaluations:

Number of Evaluations _____

Rate candidate on MCPS evaluations: ( ) High ( ) Average ( ) Low

Comments:

Do comments raise any questions? ( ) No ( ) Yes
If yes, explain.

Other Pertinent Information: (Additional space on reverse side)

Questions for follow-up: (Additional space on reverse side)

Can you estimate the length of time the applicant may stay on the Mark Twain staff if selected? ( ) No ( ) Yes, less than two years ( ) Yes, two or more years
If yes, explain:

OVERALL RATING OF CANDIDATE: (Not additive)
( ) High ( ) Average ( ) Low
Comments:

Personnel Folder Reviewed By:
Name______________________________ Date______________
Name______________________________ Date______________

December 1970
Mark Twain Form 8

Sample 34

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Group Interview Schedule

Committee

Mr. William Barrett, Personnel Specialist, Division of Teacher Personnel

Ms. Liz Glowa, Student Resource Teacher, Mark Twain Programs

Mr. Len Guedalia, Teacher Specialist, Mark Twain Programs

Mr. Harry Klugel, Teacher Advisor, Mark Twain School

Candidates: Thursday, April 22, 1976, 4:00-6:00 p.m.

Roseann A.	Belmont Elem. - Kindergarten
Charles D.	Georgetown Hill Elem. - P.E.
Virginia K.	Bethesda Chevy Chase H.S. - Math
Margot K.	Sherwood Elem. - 4th Grade
Peggy P.	Takoma Park Jr. - Art
Melanie S.	Northwood H.S. - History

Candidates: Monday, April 26, 1976, 5:00-7:00 p.m.

Johnnie Mae A.	Whetstone Elem. - 5th Grade
Eileen K.	Potomac Elem. - 6th Grade
Barbara M.	Cold Spring Elem. - 5th Grade
Jocelyn M.	Non-MCPS
Marilyn R.	Argyle Jr. - English

PHASE I DECISION MEETING ON THE ABOVE CANDIDATES: THURS. APRIL 29, 1976, 3-6 p.m.

PARTICIPANTS: BILL BARRETT, LIZ GLOWA, LEN GUEDALIA, HARRY KLUGEL, STAN FAGEN

Sample 35

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Group Interview Rating Form

Applicant's Name________________________________ Date of Interview______________
Circle One: M F

Write a brief comment or note regarding the interviewee's observable behavior for each of the following traits/behaviors. Then rate candidate using one of four categories:

"O" Outstanding. The trait/behavior is expressed very effectively.
"F" Favorable. The trait/behavior is expressed effectively.
"N" Needs Improvement. The trait/behavior is expressed ineffectively or not expressed at all.
"I" Insufficient Information. The behavior observed was inadequate to make a judgment.

		Circle One
1.	Health, Physical Appearance, Speech	O F N
2.	Communication of Ideas (clarity, richness, brevity developmental)	O F N
3.	Conviction and Energy in Support of Own Values & Ideas	O F N
4.	Flexibility (use of alternate behaviors under stress)	O F N I
5.	Self-Awareness and Self-Disclosure (use of own feelings; willingness to expose personal feelings and experiences)	O F N I
6.	Ability to Negotiate with Authority (seeks clarification from authority, suggests ways to accommodate differences, cites evidence to support another view versus passive-submission, withdrawal, or evasion)	O F N I
7.	Group Process Skills (organize group to task, reflects others' inputs, seeks others' contribution, clarifies discussion through questions or integrating summaries, responds to ongoing group themes/concerns, hears others, closes on/resolves problems)	O F N
8.	Warmth, Empathy (generates positive affect and regard, positive pattern of response to others, facilitates group comfort and productivity through humor, warmth, empathy, acceptance, respect)	O F N

Impression of Group:

Interviewer's Name________________________________ Date________________

Group Interview Format

Format — **Time Estimate**

I. General Introduction — 5 min.

- A. Welcome; introduce committee....................1 min.
- B. Purpose of the group interview: ....2 min.
  1. This is a chance to meet you personally.
  2. To hear your views on handling a problem situation.
  3. To see how you work with one another in a group, since much of our program involves teamwork.
- C. Structure of the group interview: ....2 min.
  1. First, we would like each of you to introduce yourself and briefly tell us your position and reasons for applying for the program.
  2. Second, we will give you a task to work on individually.
  3. Third, we will ask you to work on the same task as a group.
  4. After that is completed, we'll break for 15 minutes while we record some notes.
  5. After the break, we'll answer any questions you may have. The whole process will take two hours.

II. Interview Statements (2 min. each) — 12 min.

State name, present position and reasons for applying for the internship program.

III. Individual Task — 25 min.

- A. Read the following problem situation and be prepared to answer all four questions at the end. You can take some notes. This will not be collected. You have 10 minutes.....3 min.
- B. Interviewees engage in task..................10 min.
- C. Individual responses to task..................12 min.

IV. Group Task — 25 min.

- A. Introduction: Imagine you are team members. Work together to develop a consensus educational plan. Be sure to deal with all four questions. You have 20 min. Please have one member act as recorder to summarize your plan at the end....................................2 min.
- B. Group engages in task..........................20 min.
- C. Group consensus plan...........................3 min.

V. Individual Group Task — 10 min.

- A. Introduction to Authority
  - 1. MCPS Statement on Drug Policy
  - 2. Dr. Robert Dupont's position, National Institute on Drug Abuse

VI. Break/Rating Period — 15 min.

VII. General Discussion — 20 min.

- A. Respond to questions
- B. Review selection process (Phase I - Phase II - timetable)

Group Interview Task

Situation:

You are the teacher of a regular 8th grade class of 26 students. Mike Smith has been in your classroom for 3 months and continues to puzzle and frustrate you. He is very erratic in his school achievement, sometimes showing ability and bursts of energy, but more often expressing disinterest and discouragement. Mike rarely completes an assignment and seems not to believe that he can do well at anything. His attendance is irregular, and you know that he frequently cuts part of the school day after arriving in the morning. Mike has long hair and a rather sloppy appearance. He is friendly with a few boys, but they are students who are having difficulty in school and are antagonistic to the "establishment."

Last week, you decided to try a new approach with Mike. You felt it might be a good idea to tap into one of his interests (he likes music, sports, and working with his hands) and arrange an individual project with him. Mike agreed that it would be "groovy" to work on a class program about protest through rock and folk music. He started the project enthusiastically, getting some books and records from the school library, and trying hard to put something together for a class next week. On the third day, however, you noticed that he was beginning to drift. That same day you found Mike huddled outside your door, showing another student an unlabelled cigarette that looked like a marijuana reefer. You asked them what they were doing, and Mike replied,"nothing," putting the cigarette away. You felt it was important to talk with Mike, and in the subsequent conversation you find that:

1. Mike is reluctant to talk about any problems.
2. He states that he is not interested in school and wants to quit and get a job.
3. He feels that the music project was "stupid."
4. He thinks that what he was doing in the hall is his business, not yours.

Given this much information about Mike, please respond to the following questions:

1. What advice, if any, would you give Mike?
2. What instructional strategy would you suggest?
3. What would you do about his possible possession of marijuana?
4. What other course of action would you consider, if any, in Mike's behalf?

Group Interview Scoring Criteria

The following information is intended to provide assistance for determining the placement of individual candidates.

The four categories on the group interview rating form were given numerical weights as follows:

"O"	Outstanding	2
"F"	Favorable	1
"N"	Needs Improvement	-1
"I"	Insufficient Information	0

Each rating on the eight categories may be added to obtain a total raw score. The raw score for each rater should be added together and divided by the total of raters present during the interview. 8 is added to the result to eliminate negative numbers.

$$\text{Score} = \frac{\Sigma \text{ ratings}}{\text{no. judges}} + 8$$

The following is a compilation of all possible scores and their corresponding z scores. These scores were converted to z scores based on a compilation of the 145 candidates interviewed during 1971.

Score	Z Score
1.	-3.71
2.	-3.45
3.	-3.19
4.	-2.93
5.	-2.68
6.	-2.42
7.	-2.16
8.	-1.90
9.	-1.64
10.	-1.39
11.	-1.13
12.	-0.87
13.	-0.61
14.	-0.36
15.	-0.10
16.	0.15
17.	0.41
18.	0.67
19.	0.92
20.	1.18
21.	1.44
22.	1.70
23.	1.95
24.	2.21
25.	2.47

Sample 36

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Selection Process for MTTIP 1976-77

Day	Time	Purpose	Committee
Wed., March 3	4:00-5:00 p.m.	MTTIP Orientation	Len G., Bill D., Sue B.
Thurs., March 4	4:00-5:00 p.m.	MTTIP Orientation	Len G., Sally E., Sue D.
Tues., March 23	4:00-6:00 p.m.	Round I, Group Interview (A)	Stan, Len, Pam, Jeff, Lucy
Mon., March 29	5:00-7:00 p.m.	Round I, Group Interview (B)	Len, Pam, Jeff, Lucy
Tues., March 30	1:30-3:30 p.m.	Folder Review for Round I Applicants	Stan, Lucy, Rich P.
Tues., March 30	7:00-10:00 p.m.	Phase I Decision Mtg.-Round I Applicants	Stan, Len, Pam, Jeff, Lucy
Sat., April 3	9:00-1:00 p.m.	Phase II Individual Interview	Stan, Len, Max, Pat, Jim V.
Thurs., April 22	4:00-6:00 p.m.	Round II Group Interview (A)	Len, Liz, Harry, Bill B.
Fri., April 23	3:30-6:30 p.m.	Phase I Decision Mtg. for Round I (cont'd)	Stan, Len, Pam, Jeff, Lucy
Mon., April 26	5:00-7:00 p.m.	Round II, Group Interview (B)	Len, Liz, Harry, Bill B.
Tues., April 27		Folder Review for Round II Applicants	Lucy, Bill B.
Thurs., April 29	3:00-6:00 p.m.	Phase I Decision Mtg. for Round II Applicants	Len, Stan, Liz, Harry, Bill B.
Sat., May 1	9:00-	Phase II Individual Interview	Jim V., Stan, Len, Max, Rich P.
Mon., May 3	4:00-6:00 p.m.	Round III, Group Interview (A)	Len, Tom B., Rich, Bill B.

Wed., May 5	4:00-6:00 p.m.	Round III, Group Interview (B)	Len, Tom B., Rich, Bill P.
Tues., May 6, '75	4:00-6:00 p.m.	Group Interview	Stan F., Diana T., Bill B.
Thurs, May 8, '75	9:00-11:00 a.m.	Folder Review	Diana T. (Stan)
Thurs, May 8, '75	12:30-2:00 p.m.	Phase I Decision Meeting	Stan F., Diana T., Bill B. Maxine C.
Fri., May 9, '75	11:30-12:30 p.m. 1:00-3:00 p.m.	Phase II Interview 3	Stan F., Maxine C., John S.
Mon., May 12, '75	12:00-2:30 p.m.	Folder Review	Diana T. (Stan)
Tues., May 13, '75	12:30-2:30 p.m.	Phase II Interviews	Stan F., John S., Diana T. Maxine C.
Tues., May 13, '75	4:00-6:00 p.m.	Group Interview	Stan F., Diana T., Tom B. Bill B.
Thurs, May 15, '75	12:30-2:00 p.m.	Phase I Decision Meeting	Stan F., Diana T., Bill B.
Sat., May 17, '75	9:00-1:00 p.m.	Phase II Interviews	Stan F., John/Rich/Gerry
Tues, May 20, '75	12:30-3:00 p.m.	Phase II Decision Meeting	Stan F., Diana T., Gerry M., John S.
Tues, May 20, '75	4:00-6:00 p.m.	Group Interview or Phase II Interviews	Stan F., Diana T., Maxine C., Bill B.
Thurs, May 22, '75	12:30-2:00 p.m.	Phase I Decision Meeting	Stan F., Diana T., Bill B.
Thurs, May 22, '75	2:00-6:00 p.m.	Phase II Interviews	Stan F., Diana T., Gerry M., John S.
Sat., May 24, '75	9:00-1:00 p.m.	Phase II Interviews	Stan F., Diana T., Max/Gerry, John/Rich
Tues, May 27, '75	1:00-5:00 p.m.	Phase II Decision Meeting or Phase II Interviews.	Stan F., Diana T., Max/Gerry, John S.

Sample 37

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Selection Process: Phase I, Summary Data

Supplementary Application

Factor	Comment
Awards	Impressive ____ Favorable ____ Irrelevant ____ None ✓
Professional Activities	Impressive ✓ Favorable ____ None ____
Youth activities	Impressive ____ Favorable ✓ None ____
Training Experience (not noted elsewhere)	Impressive ✓ Favorable ____ Irrelevant ____ None ____

Self-Appraisal	Professional	Personal
Strengths	✓	✓
Weaknesses	✓	✓

Writing Sample	[✓ Typed] Handwritten Favorable ____ Needs Improvement ____ Unacceptable ____

Rater: Date: 3/16/76

Personnel Folder Review

Factor	Comment
Education	BS ✓ MA ____ MA+30 ____ Ph.D. ____ Cert. AP SP
Employment History (Pre-MCPS)	Teaching ____ Other ____
MCPS Employment History	[✓ Satisfactory +] Unusual None
Course Work (Grades)	High [✓ Average] Low
References (Pre-MCPS)	High [✓ Average +] Low N/A
MCPS Evaluations	High Average Low N/A
Length of Stay (Estimate)	2 or more yrs. ____ Unable to estimate ____ Less than 2 yrs. ____
Read Personnel Review Form	Yes ____ No Item(s)

Rater: Date:

Rater: Date:

Group Interview

Trait Behavior	Rating
Health, Physical Appearance, Speech	FFOO
Communication of Ideas	OFOO
Conviction and Energy	OFOO
Flexibility	FFOO
Self-awareness Self-disclosure	IFOO
Ability to Negotiate with Authority	FFOF
Group Process Skills	OOOO
Warmth, Empathy	FFOF
Total (Range 1-24) Mean SD	41.18 Z-Score

Rater: Date:

Rater: Date:

Rater: Date:

Rater: Date:

Rater: Date:

Reference

Characteristics	Score Range 1-5
Instructional	555
Personal	555
Professional Competence	555
Emotional Maturity	555
Relationship Skills (Peers)	555
Relationship Skills (Adolescent)	555
Overall Recommendation	555
Total Mean SD	Z-Score

Special Job Skills/Other Assets

Rater: Date:

Rater: Date:

Rater: Date:

Rater: Date:

Rater: Date:

Comments:

NOTE: Asterisk factors where follow-up is implied.

Has worked with LD+EH: has class in perceptual motor remediation.

Supplementary Application ... O [✓ +A] M U

Personnel Folder Review ..... O [✓ +A] M U

Group Interview .... [✓ O] A M U

References .... [✓ O] A M U

Comments:

Selection Committee Recommendation: Go to Phase 3

Selection Committee Members: ____

Signed: ____ Date: 4/29/76

Sample 38

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Individual Interview Schedule

Friday, May 14, 1976

Committee:

Maxine Counihan, Acting Supervisor of School-Based Programs, Mark Twain Programs
Stan Fagen, Supervisor of Professional Development, Mark Twain Programs
Len Guedalia, Staff Development Specialist, Mark Twain Programs
Phyllis Herson, M.A.T. Program, Trinity College

Estimate Time	Intern Applicant
9:30-10:00	Melanie S.
10:00-10:45	Johnnie Mae A.
10:45-11:15	Laura E.
11:15-11:45	Break
11:45-12:15	Roseanne A.
12:15- 1:00	Richard C.

Monday, May 17, 1976

Committee:

Stan Fagen, Supervisor of Professional Development, Mark Twain Programs
Len Guedalia, Staff Development Specialist, Mark Twain Programs
Pat Lesnick, Asst. Principal, Mark Twain School
Jim Van Dien, Director of M.A.T. Program, Trinity College
Pat Wright, Teacher Specialist for School-Based Programs, Mark Twain Programs

Estimate Time	Intern Applicant
8:30- 9:00	Mike H.
9:00- 9:45	Ron J.
9:45-10:30	Bob S.
10:30-11:15	Jocelyn M.
11:15-11:45	Arlene S.

Individual Interview Questions

1. Please tell us a little about yourself - some things you would like us to know.
2. What 3 things would you see as priorities for successful teaching?
3. What have you learned about yourself from your previous teaching experiences?
4. What meaning does the concept of "emotionally disturbed" have to you? How about "learning disabled?"
5. What would you do if a student told you to "go fuck yourself?"
6. Are there any situations that might be difficult for you to handle during the Mark Twain Teacher Internship Program year?
7. Have you learned some ways to cope with personal difficulty?
8. What can you give to others in this program? Other interns or staff?
9. In what ways would you hope to be different after finishing the Mark Twain Teacher Internship Program?
10. What must you have to gain satisfaction from the internship experience?

Sample 39

MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Individual Interview Rating Form

Applicant:	Date of Interview: 5/7/76	Interviewer:

Questions and Concerns from Pre-Interview Data:

Write a brief comment or note regarding the interviewee's observable behavior for each of the following traits/behaviors and rate candidate using one of four categories:

"O" Outstanding - the trait/behavior is expressed very effectively
"F" Favorable - the trait/behavior is expressed effectively
"N" Needs Improvement - the trait/behavior is expressed ineffectively or not expressed
"I" Insufficient Information - the behavior observed was inadequate to make a judgment

---

Circle One

1. Speech and Articulation — O [✓ F] N I

2. Communication of Ideas (Clarity, richness, brevity, developmental) — O [✓ F] N I

3. Conviction and Energy in Support of Own Values and Ideas — [✓ O] F N I
Strong on freedom within structure

4. Flexibility (Use of alternate behaviors under stress) — [✓ O] F N I
Good blend of humor/serious

5. Self-Awareness and Self-Disclosure (Use of own feelings; willingness to expose personal feelings and experiences) — [✓ O] F N I
Very open on self in rel. to PE

6. Enthusiasm (Displays sincere interest in position and energy for demanding work) — [✓ O] F N I
Wants more challenge

7. Warmth, Empathy (Generates positive effect and regard, positive pattern of response to others, facilitates group comfort and productivity through humor, warmth, empathy, acceptance, respect) — [✓ O] F N I

8. Other relevant observations and reactions to candidate

A real find for us!

Overall Impression: ✓ Outstanding, ____ Favorable, ____ Marginal, ____ Unacceptable

Part 9. Program Evaluation

Overview of Program Evaluation

Development of the Mark Twain Teacher Internship Program was partly funded by the Bureau of Education for the Handicapped, U.S. Office of Education. Thus, evaluation activies were required and supported financially. Evaluation has included thorough documentation of the program, evidence of attainment of objectives, and support to program staff. The purpose of evaluation has been to provide appropriate and timely information both during the development phase (so that ongoing revisions could be based to evidence), and, at the end of each year and/or major sequence (so that summative judgments could be made on effectiveness of training activities, competency attainment, and progress toward program objectives).

In planning the evaluation approach, goals and objectives of the project were reviewed to develop clear statements of the scope of evaluation. After the review, program goals and objectives were restated and a set of evaluation objectives were established to form the basis for communication and action. Evidence acceptable to both program and evaluation personnel was identified. The activities and tasks required to obtain such evidence were also identified for each evaluation objective. Since evaluation and program personnel were members of the same school system, it was important to arrange for an independent educational accomplishment audit. An external evaluator assessed the appropriateness of the evaluation procedures, both design and implementation, and submitted a separate report to the funding agency and the school system.

While program and evaluation effors were directed toward all objectives annually, a major focus of improvement was selected each year. Program and evaluation objectives with the sources used for evidence of attainment are listed below (Items asterisked indicate that source for evidence of attainment was used in developing the program and is not currently being used).

Objective 1

Program Objective. To identify and establish a teacher-education faculty for the Mark Twain teacher-development center.

Evaluation Objective. To assess faculty qualifications to determine if they are sufficient for performing functions and duties.

Evidence of Attainment Source.
- Professional preparation and previous experience of the internship faculty
- Periodic feedback from participants
- Ratings of faculty performance, (1) by participants at the conclusion of training, and, (2) by internship graduates after one year on the job.
- Judgment of an independent panel of experts following a site visit*

Objective 2

Program Objective. To develop processes and procedures for recruitment and selection of teacher interns.

Evaluation Objective. To assess the effectiveness and feasibility of the recruitment and selection processes.

Evidence of Attainment Source.
- Documentation of recruitment and selection activities
- Qualifications of applicants
- Applicants actually enrolled

Objective 3

Program Objective. To develop a competency-based teacher development curriculum.

Evaluation Objective. To assess the adequacy of the multicompetency teacher education curriculum for its comprehensiveness and internal consistency.

Evidence of Attainment Source.
- Program staff review of curriculum
- Periodic feedback from participants on training activities
- Ratings of curricular competencies by participants, practicum supervisors, and graduates and their supervisors
- Judgment of the state department of education following a review of the curriculum*
- Judgment of an independent panel of experts following a site visit*

Objective 4

Program Objective. To implement the learning experiences and activities that will ensure participant attainment of competency in (1) Psychoeducational Assessment and Programming, (2) Human Relations and Counseling, (3) Curriculum Development and Implementation, (4) Behavior Management, and, (5) School Analysis and Consultation.

Evaluation Objective. To assess each participant completing the training program for his competency in each of the above five areas.

Evidence of Attainment Source.
- Program staff assessment of intern competency
- Instruction assessment of intern performance objectives
- Pre-post battery of tests on attitudes and values
- Self rating of competency during training and at completion

Objective 5

Program Objective. To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas.

Evaluation Objective. To assess competency assessment techniques for validity, reliability, examinee appropriateness, and administrative usability.

Evidence of Attainment Source.
- Evaluation staff review of procedures and techniques for validation of competency attainment*
- Evaluation staff review of techniques and procedures for assessment of skill and knowledge*
- Judgments of an outside expert on the use of these instruments for assessment of skill and knowledge attainment, and attitude and value changes*
- Independent audits of internship evaluation*

Objective 6

Program Objective. To increase the number of trained personnel serving handicapped children.

Evaluation Objective. To determine if personnel completing the training program are effectively serving emotionally handicapped children and are utilizing learned competencies.

Evidence of Attainment Sources.

- Job placements of internship graduates
- Supervisors' ratings of graduates' competency after one year on the job
- Self ratings after one year on the job
- In-service enrollments of regular educators in internship program course offerings and workshops
- In-service course and workshop offerings and enrollment by special education staff.

Evaluation reports have been written and disseminated each year on the Mark Twain Teacher Internship Program. The 1972-73 and 1973-74 program year reports were the most comprehensive. The project goal -- "...of establishing a teacher development center within operational public school programs..." presenting "...an alternative for attracting and preparing manpower for education of youth facing serious problems in living" has been reached. Since the program has entered a maintenance phase, evaluation reports are now limited to evidence of attainment of program objectives and actions on recommendations. Actual progress reports for 1975-76 and 1974-75 are included in this section, as Samples 37 and 38.

Sample 40

THE MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Progress Report 1974-75

Introduction

The Mark Twain Teacher Internship Program was designed to test the feasibility of establishing Mark Twain School, Montgomery County Public Schools, as a staff development center for the preparation of personnel to teach youth with special needs. Of the 27 teachers who have successfully completed the program during its three years of operation, 26 are currently on Mark Twain Programs staff or in other supplementary education; they are using their learned competencies to serve students having difficulties with academic tasks and human relationships or to train other teachers. Fifteen teacher-interns are enrolled for 1975-76.

The main feature of the program in 1974-75, as in the previous two years, was the provision of a competency-based graduate-level alternative in teacher education. The public school-based learning experience integrated seminars in five basic competency areas, individual projects, a human relations group, and over 900 hours of practicum in varied settings.

Evaluation is an integral program component. Its purposes are (1) to provide timely and useful information to aid in revision and modification in planning and development (formative evaluation) and (2) at the end of major sequences or program years to help in judging trainee competence, assessing progress made toward development of the prototype, and determining overall program effectiveness (summative evaluation). While this report focuses primarily on the 1974-75 program year, events of other years are cited as necessary and appropriate in assessing progress made toward goal attainment.

History and Context

Mark Twain Programs provide the setting for the Teacher Internship Program, with the major portion of training taking place at Mark Twain School which is an educational alternative provided for youth in grades 5-12 with special needs. It was established in 1972 as part of a commitment to provide a continuum of educational services to all pupils, whatever their level of needs. Its primary goal is a short-term program to promote scholastic skills, social behaviors, and constructive self-organization so its students can return to their regular classrooms. As an adjunct, there are special Mark Twain Programs in selected junior and senior high schools for students who can function in their regular classrooms with additional support.

From the earliest planning for Mark Twain School, its role as a teacher education center was recognized and documented in its basic objectives. Toward this end, in April, 1971, MCPS received a grant under Title IV of the Education of the Handicapped Act to supplement funding of a six-month Mark Twain Staff Development Institute to train the original school staff prior to opening to students in February, 1972. A two-year continuation grant (FY 73 and FY 74) was awarded to develop the project as a prototype for continuing staff development. The Mark Twain Teacher Internship Program, now beginning its fourth year, is the implementation of that prototype. Completely supported by local funds, it helps fill the growing need at Mark Twain School, in Mark Twain School-Based Programs, and in regular Montgomery County schools for trained personnel to work with students experiencing learning and emotional difficulties.

Program Description

Scope of the Program

The major emphasis in the Mark Twain Teacher Internship Program is on providing a graduate-level competency-based learning experience for successful teachers to better prepare them for teaching youth in varied settings.

Personnel

Program staffing revolves around the concept of teacher competency areas. Each of five basic areas is coordinated by a member of the Mark Twain Programs staff who is responsible for developing and implementing learning experiences. Organization of the internship within Mark Twain Programs is shown in Appendix A. The faculty are Mark Twain Programs staff under a second job classification of "In-Service Consultant."

During 1974-75, over 50 Mark Twain Programs professional staff members participated in the internship as planners, learning area coordinators, instructors, and/or practicum supervisors. The program was directed by the Mark Twain School supervisor of professional development, with the assistance of a staff development specialist and a secretary. Additional training support was provided by MCPS resource staff and outside consultants who were called in for presentations in their fields. Staff in 1974-75 are listed in Appendix B.

Twelve teacher-interns, selected from among 27 applicants, participated in the 1974-75 program. The group included nine women and three men, all with at least two years of successful classroom experience. Three were on a part-time basis, one completing the first year of a two-year schedule; the other two were regular members of the Mark Twain School faculty completing internship requirements begun through Mark Twain in-service training. They and the nine full-time interns successfully completed the program and were awarded Maryland certification in special education. Eleven full-time and four part-time interns are enrolled for 1975-75. Selected characteristics of interns may be seen in Table 1.

Procedures

Interns were recruited during the spring of 1974. An intensive campaign of announcements in the MCPS Bulletin, presentations to selected MCPS groups, orientation sessions at Mark Twain School, and dissemination of information to school principals and Mark Twain School-Based personnel was conducted. The selection process developed and used successfully in previous years was used again (see reports, March, 1974, and December, 1974). That process required review of personnel data and references and group and individual interviews. Of 27 applicants for 1974-75, 12 were recommended and accepted, one was recommended but not approved by MCPS Department of Personnel, and nine were not recommended; five withdrew their applications after acceptance. Of 19 applicants for 1975-76 admission, 14 were recommended and accepted; 5 were not recommended. None withdrew their applications either before or after final decision.

The curriculum of the internship learning experience, leading to at least 32 in-service credits and special education certification, was based on an integrated schedule of seminars, practica, individual projects, and a human relations group. Seminar instruction in the five basic learning areas consisted of a total of 75 three-hour sessions under the direction of the competency area coordinators. The competency learning areas with their corresponding in-service course designations are:

1. Psychoeducational Assessment and Programming (MT-01)
2. Human Relations and Counseling (MT-02)
3. Curriculum Development and Implementation (MT-03)
4. Behavior Management (MT-04)
5. School Analysis and Consultation (MT-05)

They are described briefly in Appendix C and in detail, with their associated performance and behavioral objectives, in the Mark Twain Teacher Internship Program report of December, 1974.

Table 1

Selected Characteristics of Mark Twain Teacher Interns

Characteristic	Internship Year			
	1972-73	1973-74	1974-75	1975-76
Age	N=8	N=8	N=12	N=15[1]
Over 40	1	0	0	2
31 - 40	1	4	4	7
30 and Under	6	4	8	6
Sex				
Male	2	3	3	1
Female	6	5	9	14
Education				
Bachelor's Degree	3	5	6	9
Master's Degree	1	0	2	5
Master's Degree in progress[2]	4	3	4	1
Classroom Teaching Experience				
7 years or more	2	2	2	5
2 - 6 years	5	6	10	10
Less than 2 years	0	0	0	0
None	1	0	0	0
Years in MCPS				
7 years or more	0	2	2	1
2 - 6 years	6	4	8	7
Less than 2 years	0	0	1	4
None	2	2	1	3
Previous Assignment				
Secondary School Teacher	2	3	9	6
Elementary School Teacher	5	4	3	8
Nonteaching	1	1	0	1

[1] Includes two-year intern admitted 1974-75

[2] Indicates graduate study in a degree program. Does not include nondegree or in-service course work

Practica provided supervised applied learning experiences. Full-time interns completed at least 900 hours of practice teaching in Mark Twain School and in school-based student resource programs in other Montgomery County junior and senior high schools. All interns took part in a human relations group intended to promote increased self-awareness and self-acceptance. Each intern was required to earn at least two in-service credits by means of individual projects in areas particularly suited to his personal needs and interests; these covered a broad range of activities, as can be seen in Table 2. Interns also participated in workshops and special activities presented to Mark Twain Programs staff, an Environmental Life Skills Workshop, a symposium of representatives of public and private community organizations working with troubled youth, and visits to public and private schools and residential institutions in the area.

Table 2

Individual Projects Completed by Mark Twain Interns, 1974-75

Title	Related Competency Areas	Credits Earned
Adapting the MCPS 10th grade Structured Composition Program for Mark Twain Students	Curriculum Development	2
Functional Reading Instructional Activity Packets for Mark Twain Students	Curriculum Development	2
Guidelines and Audiovisual Presentation for Opering New Mark Twain School-Based Sites	School Analysis	2
Multimedia Presentation on Black Awareness in Human Relations and Literature	Curriculum Development	2
Slide-tape Documentation of a "Day of Discovery" experience	Curriculum Development	2
Curriculum Guide for Conducting Hikes with Students	Curriculum Development	1
Behavior Record of Student Interaction During an Appalachian Trail Camping Trip	Behavior Management	1
Implementation of a Parent Discussion Group Program	Counseling and Human Relations	2
In-service Course Co-Teacher	Behavior Management	2
In-service Course-Co-Teacher	Psychoeducational Assessment	2
Curriculum Unit on Self-Defense and Firearms for Better Police-Student Relations	Curriculum Development	2
Syllabication Rules/Learning Center Unit	Curriculum Development	1

The ten-month training period was divided into seven sequences designed to keep pace with interns' developmental needs. The first sequence began in August, 1974, with three weeks of orientation, visits, group-building activities, baseline evaluation, and individual study. During the fall semester, seminar instruction was on a staggered schedule overlapping the alternating seven-week practica (sequences 2 and 4) and three-week review and evaluation sequences (3 and 5). All seminar instruction was completed by the second week of the sixth sequence, a full-time 16-week teaching experience. Individual projects were executed during the spring semester. The year ended in June, 1975, with the seventh sequence, a review and evaluation period for completing assignments, receiving individual counseling, reporting of achievement, posttesting, and giving critiques of program and instruction. Part-time interns were responsible for the same activities but over an individualized time span. Interns who had completed a seminar course as in-service work prior to entering the program were encouraged in independent study or other related in-service courses.

During the review and evaluation weeks, all interns were individually counseled and advised by the program director. Throughout the year an intern representative attended management group meetings, and special intern/management group meetings were used for informal sharing and exchange of ideas and concerns. Evaluation of intern progress was implemented at regular intervals and reported to interns in conferences with learning area coordinators and/or the program director.

Budget

The Mark Twain Teacher Internship Program is entirely supported by Montgomery County Public Schools. The budgeted cost of $14,180 for FY 75 provided support for the in-service faculty, consultants, office and instructional supplies, and travel. Salaries for the supervisors of professional development (50 per cent time), teacher specialist (50 per cent time), communications assistant (5 per cent time), secretary (50 per cent time), and evaluation and research personnel (10 per cent time) also were paid by school system funds. Table 3 presents the program budget for FY 75.

Table 3

Mark Twain Teacher Internship Budget, 1974-75

Category		Total
In-service Consultants		$9,630
Instruction (10 courses @ $750)	$7,500	
Level 5 Management/Supervision	$2,130	
Other Instructional		$4,550
Consultants	$1,250	
Instructional Supplies	$ 800	
Office Supplies	$1,500	
Travel	$1,000	
Total		$14,180

Evaluation of Attainment of Objectives

The primary goal of the Mark Twain Teacher Internship Program is the implementation of a competency-based graduate-level training program housed at Mark Twain School to prepare personnel to work with youth having special needs. A series of objectives which guide program operations have been specified. These are discussed in detail in previous reports along with earlier evidence of progress made toward their attainment.

Sample 40

Program evaluation and shifts from year to year in allocation of resources have resulted in shifts of emphasis on individual objectives. While program effort is directed toward all objectives annually, 1972-73 focused a major emphasis on methodology; 1973-74 focused on establishment of the competency-based curriculum; and 1974-75 focused on formulating objectives relating to assessment of faculty performance, program effectiveness, and trainee competence and increasing the number of personnel serving troubled youth. Each objective carries priority recommendations from the previous year. These can be seen in Appendix D. Evaluation emphasis each year has corresponded to program emphasis.

Objective 1: To identify and establish a teacher-education faculty for the Mark Twain teacher development center

Faculty effectiveness was evaluated by ratings of current interns, in-service course participants, and former interns a year after program completion and in comparison to ratings of earlier groups.

Interns rated faculty effectiveness as part of their overall rating of their experience. Ratings on a scale of 1 (low) to 5 (high) were generally favorable in all competency areas, averaging 4.4 each for skill of instructors and overall value of instruction to role performance. These ratings compare favorably with the ratings made the previous year and are approximately one scale point higher than those of 1972-73. (Participant ratings were not gotten for MT-03: Curriculum Development and Implementation.) Average ratings for the three courses given to MCPS in-service participants in the spring of 1975, (MT-01, MT-02, MT-04) were 4.2 and 4.1, respectively, comparable to the 4.3 on both questions in the spring of 1974.

In May, 1975, graduates of the 1973-74 internship, after performing for a year in the roles for which they were trained, were asked to rate the effectiveness of instruction. Their average rating of the skill of instructors was 4.71, and the overall effectiveness of instruction was 4.63 (on the scale of 1-5); these ratings were approximately one-half point higher after a year on the job than they were at the conclusion of training. Also, 1973-74 graduates rated skill of instructors, effectiveness of instruction, and practicum supervision one-half to one point higher than had 1972-73 graduates after a year on the job.

During 1974-75, a formal procedure for in-depth evaluation of the performance of individual instructors, as recommended in the December, 1974, evaluation report (Rec. 1b), was devised and pilot-tested. It has been approved by the Level 5 management group and adopted for the 1975-76 program year. An additional recommendation calling for criteria to assess the match of faculty and function (Rec. 1a) was not implemented.

In accordance with other evaluation recommendations, a program of increasing opportunities for trainees to become trainers was instituted (Rec. 1c); interested interns were invited to co-teach spring in-service seminar courses for individual elective project credit, and two chose to do so. A training program to prepare teachers of Mark Twain in-service seminar courses and modular workshops is being developed for 1975-76.

Projections for the coming year include (1) implementation of the instructor evaluation procedure, (2) development of a Teacher Trainer program to increase the number of qualified instructors, and (3) selection and redeployment of staff to support management activities for both the Mark Twain Teacher Internship Program and the newly developing in-service consultant program.

Sample 40

Objective 2: To develop processes and procedures for recruitment and selection of interns

In 1974-75, the enrollment of nine full-time and three part-time interns meeting the program's selection standards indicated that the objective of feasible and effective recruitment and selection was met. Eleven full-time and four part-time interns are enrolled for 1975-76.

Association of the Mark Twain Teacher Internship Program with a degree-granting institution, a priority objective for 1974-75 (Rec. 2b), was fully explored. In summer of 1975, the MCPS Board of Education approved an affiliation with Trinity College, Washington, D. C. Beginning in 1975-76, participants may earn a Masters of Arts in Teaching degree in addition to certification in special education. The Mark Twain Teacher Internship Program was incorporated into the university graduate school with Mark Twain staff serving as off-campus faculty. Degree requirements include 30 credits earned in the internship program and 3 credits earned through completion of a field study, as required of all Trinity master's candidates. It is anticipated that affiliation with a degree-granting institution will increase further the number of high quality applicants.

Objective 3: To develop a competency-based teacher development curriculum

A major effort at curriculum development during 1973-74 culminated in an on-site review by a panel of experts on special education and competency-based teacher training, documented in the report dated December, 1974. Efforts in 1974-75 were on a continuation of developments begun in previous years, as well as implementation of the review panel's recommendations as appropriate and feasible.

The process of clarification and further definition of competency goal statements was continued during 1974-75. As recommended, competency learning objectives were reviewed and modified for greater specificity and reduction of overlap (Rec. 3b). Exploration of sources of additional funding for materials development and dissemination resulted in a grant from the U.S. Office of Education, Bureau of Education for the Handicapped, to support modularization of curriculum content. Progress toward individualization of curriculum and instruction was made by acceptance of part-time interns and planning for optional courses. It will be further implemented by full development and packaging of course modules. In response to requests of participants and evaluation recommendations (Rec. 3a), seminar courses in group leadership and teaching adolescents with reading problems were developed and will be offered in 1975-76.

Institution of a formal system of faculty advisors to interns was explored and rejected; the program director and staff development specialist will continue to provide for intern counseling and advising. Not implemented during 1974-75 were recommendations to utilize more fully the technological resources of Mark Twain School and to establish criteria and procedures for complete assessment in the classroom.

Projections for the coming year include (1) continued revision of the competency learning statements to reduce overlap among learning areas and ensure correspondence with instruction; (2) implementation of two optional seminar courses; (a) Group Leadership and (b) Teaching Adolescents with Reading Problems; and (3) publication of in-service course manuals and modules to support development of teacher trainers and individualized study.

Sample 40

Objective 4: To implement the learning experiences and activities that ensure participant attainment of competence in the five basic competency learning areas

A 41-week training schedule was implemented. Its major components were 75 three-hour seminar sessions in the 5 basic competency areas, over 900 hours of practice teaching in 3 placements, a human relations group, and a variety of elective projects. Attainment of intern competencies was assessed at the competency level and at the performance objective level. All interns completed the program successfully with final summary evaluations of effective or better in all competencies. Evaluation of intern competency was based on a weighted integration of performance in seminars and the 16-week practicum in a ratio of one to two. Final summary evaluations of all interns who have completed the program can be seen on Table 4.

Table 4

Final Summary Evaluation by Competency of all Interns Completing the Mark Twain Teacher Internship Program

		1972-73			1973-74			1974-75		
	Competency	N.S.	E.	H.E.	N.S.	E.	H.E.	N.S.	E.	H.E.
1.1	Completion of a Psycho-educational Profile	0	6	2	0	1	7	0	1	10
1.2	Use of Assessment Information for Programming	0	6	2	0	0	8	0	1	10
2.1	Effective Comprehension and Communication	0	2	6	0	0	8	0	0	11
2.2	Effective Interaction	0	2	6	0	2	6	0	1	10
2.3	Facilitating Humanistic Education in Groups	0	5	3	0	0	8	0	1	10
3.1	Development of Instructional System	0	3	5	0	1	7	0	1	10
3.2	Development of Appropriate Curriculum	0	2	6	0	0	8	0	2	9
3.3	Implementation of Learning Activities	0	3	5	0	0	8	0	1	10
3.4	Selection of Appropriate Materials	0	2	6	0	0	8	0	0	11
4.1	Reinforcement of Behavior Values	0	4	4	0	0	8	0	1	10
4.2	Teaching Coping with Frustration	0	3	5	0	1	7	0	2	9
4.3	Use of Intervention Techniques	0	4	4	0	1	7	0	1	10
5.1	Communication of Concepts of System	0	2	6	0	3	5	0	1	10
5.2	Use of Organizational Processes	0	3	5	0	2	6	0	0	11
5.3	Use of Consultation Process	0	3	5	0	2	6	0	1	10

N.S. - Needs Strength
E. - Effective
H.E. - Highly Effective

Sample 40

Evaluation at the performance objective level and in the two seven-week practica was formative in nature and used to monitor trainee progress, adjust program for individual training needs, and alert faculty to problems, as well as to contribute to competency level ratings. Interns had the opportunity to recycle tasks as often as necessary to achieve acceptable performance. Seminar assessment tasks remained essentially unchanged from 1973-74, and they are described in the internship report for that year.

There was some tendency toward more global assessment which encompassed several performance objectives. However, tasks for a few performance objectives previously not assessed were added.

In addition to competency assessment, impact of the training program on interns' attitudes and values was measured by a battery of pre- and posttests. Changes in scores from pre- to postinternship were tested using the Wilcoxen Matched-Pairs Signed-Ranks test. Little change was noted from their beginning high levels of the attitudes usually associated with successful teaching of pupils with special needs, except in statistically significant increased confidence of the teacher-interns in their ability to work effectively with these students.

The effectiveness of inter-graduates' use of their learned competencies in the classroom was assessed by the graduates themselves and by their supervisors after a year on the job. Graduates' effectiveness ratings ranged from medians of 3 to 5 on a scale of 1 (low) to 5 (high) for each of the 15 competencies; interns considered themselves least effective in psychoeducational assessment and most effective in counseling and behavior management. Their supervisors rated their effectiveness somewhat higher, with medians ranging between 4 and 5. In contrast, 1972-73 graduates, reporting in May, 1974, rated themselves slightly higher in effectiveness than their supervisors rated them, with all median ratings ranging between 3 and 5.

Graduates and their supervisors also were asked to give their opinions of the relevance of program competency objectives to performance of their jobs. While individual job-settings and duties varied, all interns were in some form of supplementary education. Again, interns' median ratings of competency relevance ranged between 3 and 5 on the scale; and they were somewhat lower than those of the previous year. Supervisors' ratings of relevance, again, were slightly higher than those of interns in 1975, slightly lower in 1974.

Projections for the coming year include (1) promoting contracting of practicum activities to reinforce identified competency needs and (2) filling gaps as needed in course instruction to cover all learning objectives.

Objective 5: To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas

Improvement of intern evaluation instruments and techniques was not a major focus in 1974-75. Instruments and techniques had been subjected to objective assessment for validity, usability, and appropriateness in 1972-73 and modified accordingly in 1973-74 (see reports for those years). Learning area coordinators chose to continue with essentially the same tests of knowledge and skills at the performance objective level in 1974-75. Some progress was made toward natural-setting assessment, with many task requirements placed in practicum context.

Improvement also occurred in task management and progress reporting functions (Rec. 4b); *e.g.*, interns were informed at the outset of training about task requirements and due dates. Deadlines by which feedback was due were set and met by instructors, and more frequent periodic reviews of intern progress were held in Level 5 management meetings. Substitution of a pass/fail rating system for the seven-point system previously used was considered and rejected because learning area coordinators found the established method feasible and informative (Rec. 4c). It was agreed that a test of basic knowledge in special education should be administered pre and post, but this was not implemented. Development of verification techniques for use in the natural setting and implementation of competency-level assessment independent of instruction were still considered important goals although little progress was made on them during 1974-75.

As recommended (Rec. 4f), the pre/post battery of attitude scales was reduced to six instruments:

Self-evaluation of Competency
Teacher Practices Questionnaire
Problem Behavior Analysis
Specialized Proficiencies Questionnaire
Minnesota Teacher Attitude Inventory
Personal Orientation Inventory

Results of statistical tests of differences between scores in August, 1974, and June, 1975, followed the pattern seen in the previous internship years:

(1) Entry levels of the desired attitudes and values were markedly above the means for normed instruments.

(2) Although the direction of changes was as predicted in almost all cases, few statistically significant attitude changes were observed; and these tended to be in scattered subscales of tests. No discernible pattern linked them among the three internship years.

(3) Consistent statistically significant changes were seen in the confidence that interns had in their competencies and in their ability to work with exceptional children; this was evident on the *Specialized Proficiencies Questionnaire* and the *Self-evaluation of Competencies* and reinforces the similar findings of previous years.

An independent audit of 1973-74 evaluation techniques and procedures was conducted by the Evaluation Research Center, University of Virginia. After reviewing the report of December, 1974, the auditors concluded that both formative and summative questions were addressed, providing recommendations as the basis for management and continuing improvement of the program. They recommended that greater attention to the on-the-job success of the program should be a future priority. Review by the funding agency of the final report on the federally supported program (1972-75) also addressed this point, recommending improved program planning and evaluation procedures in the field to determine if Mark Twain trainees are any more competent than others. They confirmed that the major goal of the internship is being met with "quality instruction maintained throughout. . .," demonstrating "that a public school district can conduct training in a highly professional manner." The audit and the Bureau of Education for the Handicapped review can be found in Appendices E and F.

Sample 40

Recommendations for the coming year include (1) revision of the program objectives to reduce discrepancies and recognize changing training and program evaluation needs, (2) development of appropriate corresponding evaluation objectives, and (3) development of a test of basic knowledge in special education.

Objective 6: To increase the number of trained personnel serving handicapped children

Attainment of Objective 6 was evaluated by review of the employment records of trainees, participation in Mark Twain in-service courses, and dissemination of program information to other areas and educators. Of the 27 graduates of the program, 26 are employed for the 1975-76 school year in Mark Twain or other supplementary education programs. Twenty-five are serving students directly, and one is on the professional development staff of Mark Twain Programs. The effectiveness of graduates' use of their learned competencies was evaluated by themselves and by their supervisors after they were on the job for one year; results of this evaluation are reported with Objective 4.

Enrollments in Mark Twain in-service courses reached a total of 340 with 314 completions for credit by summer of 1975. Included are interns, Mark Twain School and School-Based staff, and staff of other MCPS schools at all levels. Total participation in the five basic competency courses through the spring of 1975 can be seen in Table 5.

Mark Twain training is spreading throughout Montgomery County as more personnel enroll in in-service courses at the school. Also during the year, 15 workshops, minicourses, and survey courses were presented on request to faculties at other MCPS schools.

Table 5

Participation in Mark Twain Competency Courses From
Fall 1972 to Spring 1975

Course	MTS Staff	S-B Staff	MCPS	MT Interns	Total
MT-01 Psychoeducational Assessment and Programming	6	3	35	26	70
MT-02 Individual and Group Counseling	13	9	41	26	89
MT-03 Curriculum Development and Implementation	4	0	10	26	40
MT-04 Behavior Management	8	5	34	26	73
MT-05 School Analysis and Consultation	8	4	11	26	49
Total	39	21	131	130	321

Note: Includes all enrollments for spring, 1975; some participants may not complete requirements.

As recommended (Rec. 6d), a grant was sought and has been awarded by the Bureau of Education for the Handicapped, HEW Office of Education, for dissemination of Mark Twain training manuals and procedures. Grant funds will support development of curriculum modules (Rec. 6a), packaging of materials and procedures, and training of new trainers (Rec. 6b). In addition, tuition funds returned from Trinity College, the Mark Twain degree program affiliate, will support establistment of a professional media center in the field of learning and emotional problems.

Priority objectives for the coming year include (1) continued follow-up of internship graduates, (2) follow-up of MCPS in-service course participants, (3) exploration of the feasibility of comparison of the classroom effectiveness of Mark Twain-trained teachers with other teachers, and (4) extension of resources of the Mark Twain Teacher Internship Program to include Montgomery County staff of other Level 6 and 7 special day and residential programs.

Summary and Projections

Introduction

The Mark Twain Teacher Internship Program, a graduate-level competency-based alternative in teacher education, has been in operation for three years. Of the 27 teachers who have successfully completed the program, 26 are currently on Mark Twain Programs staff or in other supplementary education. Fifteen teacher interns are enrolled for 1975-76. Completely supported by county funds, the program helped fill the growing need for personnel to work with students experiencing learning and emotional problems.

Evaluation of program implementation was an integral component of its operations. It examined evidence of the success of the program in meeting its stated goals and objectives to aid in revision and modification (formative) and to judge trainee competence and overall program effectiveness (summative).

During 1974-75, twelve teacher interns participated in a program which integrated seminar instruction in five basic competency areas, at least 900 hours of practicum in varied settings, a human relations group, and individual elective projects. Learning was coordinated and implemented by Mark Twain Programs staff and supported by MCPS and community resources.

Evaluation of Attainment of Objectives

Objective 1. Faculty effectiveness was evaluated favorably by current interns and by graduates. Both groups rated skill of instructors and overall value of instruction for role performance higher than similar groups rated them one year ago. In accordance with recommendations from the previous year, a formal procedure for in depth evaluation of the performance of individual instructors was devised; and increased opportunities for trainees to become trainers were provided. Recommendations for 1975-76 include implementing the instructor evaluation procedure, developing a Teacher Trainer Program, and increasing management staff.

Objective 2. The enrollment of 12 interns meeting the program's standards indicated that the objective of feasible and effective recruitment and selection was met. In addition, approval of affiliation with Trinity College, which will grant a master of arts in teaching degree for successful completion of the program, was obtained and should have a positive effect on the number of quality applicants.

Objective 3. During 1974-75, progress toward individualization of curriculum was made by acceptance of part-time interns and planning for optional courses.

Sample 40

In response to recommendations, institution of a system of faculty advisors was explored and rejected; and funds were acquired for developing, packaging, and disseminating course modules. Fuller use of Mark Twain School's technological resources and establishment of criteria for complete competency assessment in the classroom were deferred. Recommendations for 1975-76 include continued clarification of competency learning statements, implementation of optional seminar courses of Group Leadership and Teaching Adolescents with Reading Problems, and publication of course manuals and modules.

Objective 4. A 41-week training schedule resulted in successful completion of all program competency objectives by one part-time and nine full-time interns. While progress was made in some learning areas toward assessment of competencies in the natural setting and by addition of assessment tasks to cover more of the specific performance objectives, there was a tendency in other areas toward global assessment encompassing several performance objectives. As in previous years, significant changes were observed in the confidence of interns in their abilities for working with youth with special problems. Graduates of the program, after a year on the job, gave their competencies and program effectiveness even higher ratings than they had at program completion; their supervisors also rated them as highly effective and rated competency learning objectives as highly relevant. Recommendations for 1975-76 include promotion of contracting of practicum activities to reinforce competency needs and addition of instructional strategies to cover all learning objectives.

Objective 5. Improvement of intern evaluation instruments and techniques was not a major focus for 1974-75. In response to recommendations, however, progress was made toward natural-setting assessment by placing many tasks in a practicum context, task management and progress reporting was improved, and use of a fail/pass rating system was considered but rejected. Use of a test of basic knowledge in special education and development of additional natural-setting competency verification techniques were considered important goals for 1974-75 but were not implemented. Recommendations for 1975-76 include revision of program objectives to recognize changing training needs, corresponding revision of evaluation objectives, and development of a test of basic knowledge in special education. Working toward natural-setting assessment remains a priority goal.

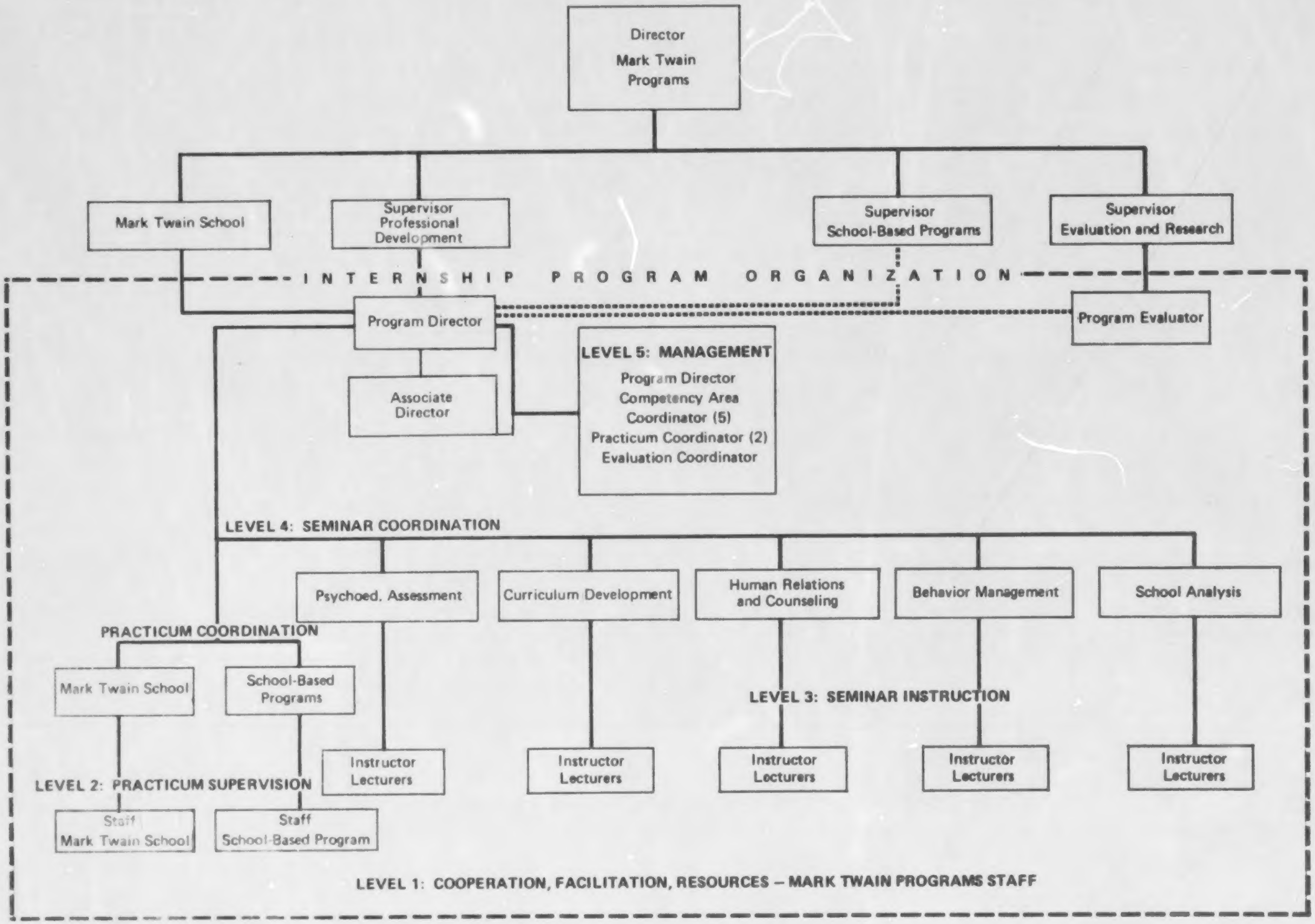
Objective 6. The Mark Twain Teacher Internship Program has increased the number of trained personnel serving handicapped children by 27 during its three years of operation. Another 15 are currently enrolled. In addition, there have been over 300 enrollments in Mark Twain in-service courses by MCPS staff wishing to increase their skills. Fifteen workshops and minicourses were presented on request of other MCPS faculties during 1974-75. As recommended, funds were obtained for packaging and disseminating internship methods and materials. Recommendations for 1975-76 include follow-up of graduates and in-service course participants, comparison of the effectiveness of Mark Twain-trained teachers with others, and extension of internship resources to Montgomery County staff of Level 6 and 7 special day and residential programs.

Projections

The Mark Twain Teacher Internship Program has spawned an array of direct services to other staff within MCPS, as shown by the popularity of Mark Twain in-service courses and workshop modules. An even wider scope is anticipated for the near future. By opening the internship to staff of Levels 6 and 7 facilities, a school-county-health department partnership will be introduced. Restructuring of enrollment policies also is anticipated to provide additional services to supplementary education staff; fall courses will be opened to all supplementary education staff as well as Mark Twain personnel, and open spring enrollment will serve all county staff who want to improve their skills for working with youth with learning and emotional problems.

APPENDIX A

ORGANIZATION OF THE MARK TWAIN INTERNSHIP PROGRAM


Director
Mark Twain Programs
Mark Twain School
Supervisor Professional Development
Supervisor School-Based Programs
Supervisor Evaluation and Research
INTERNSHIP PROGRAM ORGANIZATION
Program Director
Program Evaluator
Associate Director
LEVEL 5: MANAGEMENT
Program Director
Competency Area Coordinator (5)
Practicum Coordinator (2)
Evaluation Coordinator
LEVEL 4: SEMINAR COORDINATION
Psychoed. Assessment
Curriculum Development
Human Relations and Counseling
Behavior Management
School Analysis
PRACTICUM COORDINATION
Mark Twain School
School-Based Programs
LEVEL 3: SEMINAR INSTRUCTION
Instructor Lecturers
Instructor Lecturers
Instructor Lecturers
Instructor Lecturers
Instructor Lecturers
LEVEL 2: PRACTICUM SUPERVISION
Staff Mark Twain School
Staff School-Based Program
LEVEL 1: COOPERATION, FACILITATION, RESOURCES – MARK TWAIN PROGRAMS STAFF

ORGANIZATION CHART OF THE MARK TWAIN INTERNSHIP PROGRAM

Sample 40

Appendix B

Staff of the Mark Twain Teacher Internship Programs, 1974-75

Program Director

Stanley Fagen, Supervisor of Professional Development

Program Management Staff

Tom Beuglas, Student Resource Teacher
Maxine Counihan, School-Based Programs Specialist
Jeffery Hill, Teacher-Advisor
Harry Klugel, Teacher-Advisor
Phyllis McDonald, Director, Police-Student Relations Project
Geraldine Meltz, Supervisor of School-Based Programs
Lois Proctor, Evaluation and Research Specialist
Judith Tarr, Diagnostic-Prescriptive Teacher
Diana Thompson, Staff Development Specialist

Seminar Instructors

Primary Instructors

Tom Beuglas, Mark Twain School-Based
Maxine Counihan, Mark Twain School-Based
Liz Ellis, Mark Twain School-Based
Stanley Fagen, Mark Twain Programs
John Gannon, Mark Twain School-Based
Connie Godfrey, Mark Twain School-Based
Leonard Guedalia, Mark Twain School
Jeffery Hill, Mark Twain School
Harry Klugel, Mark Twain School
Phyllis McDonald, Mark Twain School
Geraldine Meltz, Mark Twain School-Based
Kent Ravenscroft, Montgomery County Health Department
Judy Tarr, Mark Twain School

Consultants

Susan Abdo, Mark Twain School-Based
Carol Anderson, Mark Twain School
Beverly Babcock, Mark Twain School
Kathryn Blumsack, Mark Twain School-Based
Mary Dunbar, Mark Twain School
Linda Foley, George Washington University
Helen Goundry, Mark Twain School-Based
Steve Johnsen, Mark Twain School
John Kochowicz, Mark Twain School-Based
Tom Kranz, Mark Twain School-Based
Ralph Puckett, Discovery, Inc.
Jack Robinson, Mark Twain School-Based
Jane Schisgall, MCPS
Marianne Tonzi, Mark Twain School-Based
Carole Walsh, Mark Twain School-Based

Supervising Teachers

Mark Twain School

Beverly Babcock
Laura Flaim
Roger Gessay
Dorothy Jackson
Mickie Kottage
Harry Klugel
Dick Knight
Don Kress
Eleanor Lautenschlager

Mark Twain School-Based

Tom Beuglas
Judy Billman
Maxine Counihan
Joe Dalton
Louise Dove
Liz Ellis
John Gannon
Richard Mainzer
Hunter Mulford

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Supervising Teachers (continued)

Mark Twain School

John Lutes
Ken Oswald
Ann Shattuck
Tom Wallace
Tom Wheat
Nancy White

Mark Twain School-Based

Toni Parker
Watson Prather
Jan Wintrol
Pat Wright

Sample 40

Appendix C

Brief Descriptions of Mark Twain Teacher Internship Seminar Courses

Psychoeducational Assessment and Programming (MT-01)

Two competencies specified for this area relate to the ability (a) to complete a psychoeducational profile and (b) to use profiles in planning programs for individual students. Performance objectives for the first competency involve the ability to administer and interpret assessment instruments in the affective, perceptual, cognitive, and educational domains and to integrate data from these instruments into a valid psychoeducational profile. Curriculum modules cover the following topics: extracting and categorizing data from pupil cumulative records; nature of intelligence; indicators of intelligence, achievement, and aptitude; cognitive development and classification of skills in the cognitive domain; perceptual development and assessment; assessment of specific learning disabilities; techniques for teaching children with specific learning disabilities; assessment of learning styles and human relationships; and planning student program adjustments.

Human Relations and Counseling (MT-02)

The three competencies in this area include (a) the ability to comprehend and communicate effectively in an educational setting; (b) the ability to interact with empathy, respect, specificity, self-awareness, and self-acceptance in an educational setting; and (c) the ability to facilitate attainment of humanistic educational objectives in groups. An example of a related performance objective is the demonstration of ability to comprehend communications, in terms of content and feelings, with students and peers, in a counseling interaction. Curriculum modules cover the following topics: counseling and helping; definition, objectives, and processes; listening for content and feeling; interacting with respect; interacting with empathy; interacting with specificity; integrating basic counseling skills; giving and receiving feedback; self-acceptance and sending "I Messages;" life space analysis and working towards resolution; and planning for group counseling: objectives, leadership, format, and activities.

Curriculum Development and Implementation (MT-03)

Four competencies are specified in this area. These are (a) the ability to plan and organize an instructional system, (b) the development and selection of appropriate curricula for special students, (c) the planning and implementation of appropriate learning activities and teaching strategies, and (d) the selection and development of appropriate resource materials. One performance objective specified is the demonstration of ability to integrate strategies from various sources into a curriculum appropriate to students. Curriculum modules include the following topics: strategies for promoting individualization of instruction; developing objectives to meet affective, cognitive, and educational needs; teaching basic skills through high interest topics and materials; and implementing and evaluating commercially prepared materials and audiovisual technology and materials.

Behavior Management (MT-04)

The following three competencies are defined: (a) the ability to establish and reinforce behavioral values, expectations, and limits in an educational setting; (b) the ability to identify and teach strategies for coping with conflict and frustration in an educational setting; and (c) the ability to develop and use teacher-intervention techniques to manage disruptive school behavior effectively. A related performance objective is the application of operant, surface-management, and life-space interviewing principles in problem situations. Curriculum modules cover identifying and meeting the needs of children with emotional and learning problems; alternative approaches to educating children with special needs; clarifying behavior values and limits; strategies for reinforcing behavior values; strategies for coping with frustration and conflict; and intervention techniques for disruptive behavior: surface management, life-space interviewing, and operant procedures.

School Analysis and Consultation (MT-05)

The three competencies for this area relate to (a) ability through knowledge of systems theory to understand and analyze the operation of the school, family, and community as open systems: (b) ability to use skill and knowledge in conferencing and consulting within and between systems; and (c) ability to use knowledge of education systems and skills in conferencing and consulting to become a more effective resource in a school. An example of a performance objective is the demonstration of the ability to plan and conduct a family conference. Curriculum modules cover analyzing school operations, understanding family and community effects on school functioning, planning and conducting school-family conferences, consulting with and helping other teachers, and designing and implementing educational plans for children with problems.

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Appendix D

Dispositions of Evaluation Recommendations From 1973-74

Recommendations from 73-74

Objective 1:	Status
1a. Establish criteria for staff competency	Deferred
1b. Assess faculty performance	In Progress
1c. Increase opportunity for trainees to be trainers	In Progress
Objective 2:	
2a. Continuation of recruitment and selection process	In Progress
2b. Authorization of M.A. degree	Completed
Objective 3:	
3a. Addition of relevant new courses	In Progress
3b. Continued redefinition and clarification of competency learning objectives	In Progress
3c. Encouraging additional management input	In Progress
3d. Procuring of funding for materials development and dissemination	Completed
Objective 4:	
4a. Independent assessment of competency in natural setting after program completion	Deferred
4b. Modification of assessment for prompt evaluation and feedback	In Progress
4c. Reconsideration of seven-point grading scale	Completed
4d. Devising of alternative methods for demonstrating a specific competency	In Progress
4e. Renewed efforts toward competency pretesting or "validating out."	Deferred
4f. Exclusion of tests no longer relevant from pre-post attitude battery	Completed
Objective 5:	
5a. Addition of test of basic knowledge to pre-post battery	Deferred
5b. Submission of assessment techniques for evaluation of methodology prior to use	Deferred
5c. Accelerated development of natural-setting verification techniques	In Progress
5d. Emphasis on implementation of competency-level assessment independent of instruction	Deferred
Objective 6:	
6a. Organization of course modules into workshop units for school and community use	In Progress
6b. Training of interns and graduates as instructional staff	In Progress
6c. Continued longitudinal study of graduates' job performance	In Progress
6d. Exploration of sources of additional funding for dissemination	Completed

Appendix E

AUDIT OF THE MARK TWAIN TEACHER INTERNSHIP PROGRAM FOR THE PREPARATION OF PERSONNEL IN THE EDUCATION OF ADOLESCENTS WITH SPECIAL NEEDS

Robert W. Covert
University of Virginia

April 1975

Sample 40

Audit of the Mark Twain Project Evaluation

The design of the evaluation is both comprehensive and internally consistent. It includes assessment of all the critical inputs, processes and outcomes designated in the program description. The information gathered in the assessment activities will provide staff and funding agencies with timely and useful data when they make decisions about program modification and judgments about overall program effectiveness.

The six objectives of the evaluation are closely related to the program objectives. They include recruitment of students and faculty qualifications as inputs, curriculum development as a process, and participant assessment at the at the end of the program and in the field as outcomes.

Were the purposes of the evaluation met? Considerable data from a wide variety of reliable and valid sources were gathered for each of the six objectives. These data were regularly forwarded to the program managers and were summarized in a way that made maximum use of this information. The data aggregations also conveyed useful recommendations as well as summative findings.

The evaluator devoted considerable time to assessing faculty qualifications and performance. These data were gathered from interns, graduates of the program, a panel of experts, and a review of faculty vitae. Taken together, this information provided the basis for changes in the roles particular faculty members played in the program.

A second major area of concern for the evaluation was to look at the effectiveness of recruiting. The data showed that positive steps had been taken in this area due, in part, to recommendations found in evaluation data.

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One of the major intended outcomes of the Mark Twain program is the development of a competency-based teacher training curriculum. A lengthy review of this curriculum was undertaken by the evaluator. Data from interns, program staff, graduates, graduate supervisors and experts in this field were gathered. Such information was very pertinent to the assessment of the comprehensiveness and internal consistency of the curriculum, and, at the same time, provided recommendations for the improvements which are currently being implemented.

Assessment of participants in five competency areas not only provided valuable formative and summative information to the program, but provided a comprehensive model for assessing competencies which could be easily used in other similar educational training programs.

Another focus of the program was the development of a functional system and methodology for evaluation of the competencies. Although considerable progress was made in development of instrumentation to accurately reflect the attainment of competencies, further development was appropriately recommended by the evaluator.

The final objectives of the evaluation dealt with determining the extent to which Mark Twain graduates were using learned competencies in the field. Data from this objective show that the majority of these graduates were employed in situations which allowed them to practice competencies learned in the program. Although some data are available on how effectively these graduates are serving severely emotionally handicapped children, further development of effectiveness measures is recommended by the auditor.

Were the purposes of the training program met? In general, the evaluation methodology provided accurate and comprehensive evidence concerning the attainment of each of the program objectives. The first objective, "To assess faculty qualifications to determine if they are sufficient for performing functions and duties," is met through the data gathered. The second program objective was met within the qualification explained by the evaluator.

The data for the third objective show that the program is progressing toward its ultimate goal of developing a competency-based teacher development curriculum. The data also describe a specific set of recommendations which are, according to the evaluator, currently being implemented.

Data from each of the five competency areas, plus attitude and values of each participant, clearly indicate that this objective of the program is being met.

Although an extremely difficult task, there is considerable evidence that the Mark Twain program has developed a functional system and methodology for evaluating various aspects of the five competency areas. The notion of using a variety of measurements to assess the competency skills is a particularly notable contribution to the state of the art of competency-based programs.

Finally, evidence is available to show that the sixth objective of increasing the number of trained personnel serving handicapped children is being met. It seems important, however, that measurement techniques for judging the effectiveness of these graduates be perfected in order to judge the long-term effects of the project.

Adequacy of Statistical Analysis

The statistics reported in both the body of the report and the appendices meet the appropriate assumptions and appear to be correctly calculated.

General Comments

The evaluation report is extremely well written and more than adequately addresses both formative and summative evaluation questions. The recommendations are insightful and provide the basis for management decisions in the continuing improvement of the program. Although more data are available on the on-the-job

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success of the program graduates this year than last, continued attention to this aspect of the evaluation should be a priority concern in the upcoming year.

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Appendix F

Bureau of Education for the Handicapped Review

Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20302

Bureau of Education
for the Handicapped

May 20, 1975

Dr. Homer O. Elseroad
Superintendant of Schools
Montgomery County Public Schools
Rockville, Maryland 20850

Dear Dr. Elseroad:

This is in response to the final report of a project supported by the U.S. Office of Education entitled "The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs." We have received the final report and have had a chance to review it.

Quality instruction was evidently maintained throughout the program, but the task of evaluation is always continuing. As yet, and even with the efforts of this fine project, the field-based model has not been validated beyond professional opinion. That is, are the Mark Twain trainees any more competent than others? It would have been relatively simple to have the supervisors rate other teachers when they were rating the Mark Twain graduates.

The project represents a beginning strong effort in field-based training, and yet additional work is needed. Even though the external auditors were generally supportive, one need only focus upon their specific suggestions for evidence that project planning and evaluation procedures need improvement. This is not a negative aspect though; it merely serves as a beacon to mark the extent of progress, and what still needs to be accomplished.

The project has great stimulus value for reform. It does demonstrate that a public school district can conduct training in a highly professional manner. Now that this has been accomplished, a university, a university with state department of education approval and a school district should be able to agree upon viable personnel preparation plans.

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This report of a unique field-based personnel preparation effort should be disseminated to teacher trainers such as those in the field who prepare teachers of the emotionally disturbed. This dissemination should act to stimulate additional future study.

In preparing for dissemination the procedures should be different for different groups. Perhaps a listing of do's and don'ts for others who wish to establish field-based training programs would prove extremely useful.

The Division of Personnel Preparation feels significantly comfortable with the results of the project and this year we will begin support of some efforts of dissemination through the Mark Twain School. These dissemination efforts with corresponding development of materials should take the preparation of personnel to work with troubled adolescents another step forward. Dr. Stanley Fagen and the staff of the project should be highly complimented on the development of a significant program which has the potential of high impact.

The support which you, your staff, and the Board of Education have given to the program has been extremely instrumental in the success which many troubled adolescents are finding in your school system today. We are deeply appreciative of all the energy, interest, and resources the Montgomery County Public Schools have given this unique program.

Sincerely,

Herman Saettler
Acting Director
Division of Personnel Preparation

cc: Dr. Stanley Fagen
Mark Twain School

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MARK TWAIN TEACHER INTERNSHIP PROGRAM:
Progress Report, 1975-1976

Introduction

The Mark Twain Teacher Internship Program is a Montgomery County Public Schools program for the preparation of personnel to teach youth with special needs. Of the 40 teachers who have successfully completed the program during its four years of operation, 39 are currently employed by Montgomery County Public Schools. They are using their learned competencies to serve students who are having difficulties with academic tasks and human relationships or to train other teachers. Ninteen teacher-interns are enrolled for 1976-1977.

The main feature of the program in 1975-1976, as in the previous three years, was the provision of a public school competency-based graduate-level alternative in teacher education. The learning experience integrated seminars in five basic competency areas, elective courses, individual projects, a human relations group, and over 900 hours of practicum in varied settings.

Evaluation is an integral program component. Its purposes are (1) to provide timely and useful information to aid in revision and modification in planning and development (fomative evaluation) and (2) at the end of major sequences or program years, to help in judging trainee competence, assessing progress made toward development of the prototype, and determining overall program effectiveness (summative evaluation). While this report focuses primarily on the 1975-76 program year, events of other years are cited as necessary and appropriate in assessing progress made toward goal attainment.

History and Context

Mark Twain Programs provide the setting for the Teacher Internship Program with the major portion of training taking place at Mark Twain School, which is an educational alternative for youth with special needs in grades 5-12. The school was established in 1972 as part of a commitment to provide a continuum of educational services to pupils, whatever their level of needs. Its primary goal is to provide a short-term program to improve scholastic skills, social behaviors, and constructive self-organization so that students can return and function effectively in regular classrooms. As an adjunct, there are special programs in selected junior and senoir high schools for students who can function in regular classrooms but need additional support. The school, the school-based programs along with central administration, staff development, and evaluation and research units comprise the Mark Twain Programs.

From the earliest planning for Mark Twain School, its role as a teacher education center was regognized and documented in the basic objectives. Toward this end, in April, 1971, MCPS received a grant under Title IV of the Education of the Handicapped Act to supplement funding of a six-month Mark Twain Staff Development Institute to train the original school staff prior to opening to students in February, 1972. A two-year continuation grant (FY 73 and FY 74) was awarded to develop the project as a prototype for continuing staff development. The Mark Twain Teacher Internship Program, now beginning its fifth year, is the implementation of that prototype. Completely supported by local funds, it helps fill the growing need for trained personnel to work with students experiencing learning and emotional difficulties at Mark Twain School, in Mark Twain School-Based Programs, and in regular Montgomery County Schools.

Sample 41 Program Description

Scope of the Program

The major emphasis of the Mark Twain Teacher Internship Program is to provide a graduate level competency-based learning experience for successful teachers to better prepare them for teaching troubled youth in varied settings. Successful participants may earn Maryland supplementary certification and a graduate degree in special education from a local college.

Personnel

Program staffing evolves around the concept of teacher competency areas. Each of five basic areas is coordinated by a member of the Mark Twain Programs staff who is responsible for developing and implementing learning experiences. Competency coordinators, in addition, are adjunct faculty of the local college.

Organization of the internship within Mark Twain Programs is shown in Appendix A. The faculty are Mark Twain Programs staff under a second job classification of "In-service Consultant." Each year, over 50 Mark Twain Programs professional staff members participate in the internship as planners, learning area coordinators, instructors, and/or practicum supervisors. The program is directed by the Mark Twain School supervisor of professional development, with the assistance of a staff development specialist and a secretary. Additional training support is provided by MCPS resource staff and outside consultants who are called in for presentations in their fields. Staff in 1975-76 are listed in Appendix B.

Eighteen teacher-interns participated in the 1975-76 program. The group included 15 women and three men, all with at least two years of successful classroom experience. Eleven participated on a part-time basis, one completing the second year of a two-year schedule; three were regular members of the Mark Twain School faculty completing internship requirements begun through Mark Twain in-service training. Four part-time and nine full-time interns successfully completed the program and were awarded Maryland certification in special education. Ten interns also earned Master's degrees from an affiliate college. Of the five who did not complete the program, four are continuing in 1976-77 and one was terminated from the program. Eight full-time and nine new part-time interns are enrolled for 1976-77. Selected characteristics of interns may be seen in Table 1

Procedures

Interns were recruited during the spring of 1975. An intensive publicity campaign was conducted through announcements in the MCPS Bulletin, presentations to selected MCPS groups, orientation sessions at Mark Twain School, and dissemination of information to school principals and Mark Twain School-Based personnel. The selection process required review of personnel data and references, and group as well as individual interviews. Of 19 applicants for 1975-76 admission not teaching in Mark Twain Programs, 14 were recommended and accepted; five were not recommended. None withdrew their applications either before or after final decision. Three Mark Twain School teachers were also admitted.

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Table 1

Selected Characteristics of Mark Twain Teacher Interns

Characteristic	Internship Year				
	1972-73	1973-74	1974-75	1975-76	1976-77
Age	N=8	N=8	N=12	N=15[1]	N=17[2]
Over 40	1	0	0	2	2
31 - 40	1	4	4	7	9
30 and under	6	4	8	6	6
Sex					
Male	2	3	3	1	8
Female	6	5	9	14	9
Education					
Bachelor's Degree	7	8	10	10	13
Master's Degree	1	0	2	5	4
Classroom Experience					
7 years or more	2	2	2	5	9
2 - 6 years	5	6	10	10	8
Less than 2 years	0	0	0	0	0
None	1	0	0	0	0
Years in MCPS					
7 years or more	0	2	2	5	9
2 - 6 years	6	4	8	7	12
Less than 2 years	0	0	1	4	1
None	2	2	1	3	0
Previous Assignment					
Secondary School	2	3	9	6	10
Elementary School	5	4	3	8	7
Nonteaching	1	1	0	1	-

[1] Includes one part-time intern admitted 1974-75; does not include three Mark Twain staff interns.

[2] Does not include four part-time interns continuing from 1975-76.

The curriculum of the internship learning experience, leading to at least 32 in-service credits and special education certification, was based on an integrated schedule of seminars, practica, individual projects, and a human relations group. Seminar instruction in the five basic learning areas consisted of a total of 75 three-hour sessions under the direction of the competency area coordinators. The competency learning areas with their corresponding in-service course designations are:

1. Psychoeducational Assessment and Programming (MT-01)
2. Human Relations and Counseling (MT-02)
3. Curriculum Development and Implementation (MT-03)
4. Behavior Management (MT-04)
5. School Analysis and Consultation (MT-05)

They are described briefly in Appendix C. Additional elective courses included Group Leadership (MT-08) and Teaching Adolescents with Reading Problems (MT-06). Practica provided supervised applied learning experiences. Full-time interns completed at least 900 hours of practice teaching in Mark Twain School and in school-based student resource programs in other Montgomery County junior and senior high schools. All interns took part in a human relations group intended to promote increased self-awareness and self-acceptance. Each intern was required to earn at least two in-service credits by means of individual projects or field study with the affiliate college areas particularly suited to his personal needs and interests; these covered a broad range of activities as can be seen in Table 2. Interns also participated in workshops and special activities presented to Mark Twain Programs staff, an Environmental Life Skills Workshop, a symposium of representatives of public and private community organizations working with troubled youth, and visits to public and private schools and residential institutions in the area.

The training year was divided into seven sequences designed to keep pace with interns' developmental needs. The first sequence began in August, 1975, with three weeks of orientation, visits, group-building activities, base-line evaluation, and individual study. Practica (sequences 2, 4, and 6) alternated with three-week review and evaluation sequences (3 and 5). Practica sequences 2 and 4 were of seven weeks duration, with each intern alternating in Mark Twain School and School-Based settings. The final practicum was a full-time 16-week teaching experience. Seminar courses were taught in 15 three-hour sessions during summer, fall, and spring semesters. Individual projects and field studies were executed during the spring semester. The year ended in June, 1976, with the seventh sequence, a review and evaluation period for completing assignments, receiving individual couseling, reporting of achievement, posttesting, and critiques of program and instruction. Part-time and staff interns were responsible for the same activities but over an individualized time span. Interns who had completed a seminar course as in-service work prior to entering the program were encouraged in independent study or other related in-service courses.

During review and evaluation weeks, all interns were individually counseled and advised by the program director. Throughout the year, an intern representative attended management group meetings, and special intern/management group meetings were used for informal sharing and exchange of ideas and concerns. Evaluation of intern progress was implemented at regular intervals and reported to interns in conferences with learning area coordinators and/or the program director. In addition, at regular intervals, interns rated program effectiveness in meeting intern needs. These evaluations were reported to management staff.

Evaluation of Attainment of Objectives

The primary goal of the Mark Twain Internship Program is the implementation of a public school competency-based graduate-level training program to prepare personnel to work with youth having special needs. A series of objectives which guide program operations have been specified and are discussed in detail in previous reports along with earlier evidence of progress made toward their attainment. There has been a changing emphasis on objectives from year to year due to program evaluation and changes in allocation of resources. While program effort is directed toward all objectives annually, 1972-73 focused a major emphasis on methodology, 1973-74 focused on establishment of the competency-based curriculum, and 1974-75 focused on formulating objectives relating to assissment of faculty performance, program effectiveness, and trainee competence. Emphasis in 1975-76 was directed at individualization of program to better parallel trainees' needs. Each objective carries priority recommendations from the previous year. These can be seen in Appendix D.

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Table 2

Individual Projects and Field Studies Completed by Mark Twain Teacher Interns 1975-76

Title	Description
A Math Multi-level Problems Solving Bank for Students with Reading Problems	A bank of work problems which are cross-coded by reading and math levels 1-6.
A Survey of Language Arts Materials Used in Intermediate SLD Classes	MCPS Reading Skills Objectives are matched to materials identified as effective for elementary SLD students.
An Exploration of Juvelile Facilities that Serve Montgomery County Youth	Four slide tape presentations and worksheets for use as activities and resources with the Police Student Relations project.
An Evaluation of TGT as a Teaching Strategy	A resource file of TGT curriculum units.
Prehistoric Life: A Science Curriculum Guide for Fifth and Sixth Grade Students with Low Reading Ability	A high-interest science unit based on the various learning styles and cognitive levels of a select group of students.
Teaching Analysis of Leadership Behavior	Videotapes of student groups which focus on assessing and evaluating the leader's style and functions and assessing the appropriateness of the leadership behavior.
A Curriculum Approach to Overcoming Fear Through Bee Encounter	A six-week curriculum guide for insect study which provides and implements an anxiety-stress opportunity through bee encounter and develops an awareness of agriculture as a hobby or future career.
Teaching Behavior Alternatives to Passive-Aggressive Students	The project includes a report which defines approaches for dealing with passive-aggressive students and activities to help these students self-actualize.
Counseling the Reluctant Student	A videotape of a counseling session using a dialogue based on the counseling model with a reluctant student.
Basic Skills Social Studies Unit on the Bicentennial	A unit emphasizing basic social studies skills using instant feedback to students.
Mainstreaming Mission: Miracles of Madness	An exploration of literature and existing mainstreaming models.
Group Work in the SRC	A description of successful group work and activities used to promote group cohesiveness and growth.

Sample 41

Title	Description
A Multisensory Model for Teaching Secondary School Science	A typical science unit with teaching strategies and techniques which have been restructured or enriched to provide a consistent multisensory approach along with diagnosis and remediation of specific reading or perceptual problems.
A Physical Education Perceptual-Motor Program for Upper Elementary Students at Mark Twain	Curriculum materials for teaching students with perceptual-motor problems.

Objective 1: To identify and establish a teacher-education faculty for the Mark Twain teacher development staff.

Faculty effectiveness was evaluated by ratings of current interns, in-service course participants, and former interns a year after program completion and in comparison to ratings of earlier groups. Anonymous and confidential ratings and comments were cycled to appropriate instructors to be used for course modification and personal growth and development.

Participants rated general faculty effectiveness in their overall rating of seminar courses. On a scale of 1 (low) to 5 (high), ratings averaged 3.84 for effectiveness of instruction and 3.96 for teaching skill of instructors. These ratings fell approximately one-half of a scale point below the previous year's ratings, but remained above those of earlier program years.

In May 1976, after a year in their new roles, graduates of the 1974-75 internship were asked to reevaluate the effectiveness of instruction. Their average rating of the skill of instructors was 4.22 and overall effectiveness of instruction was 4.11, once again using a scale of 1 to 5. These ratings were approximately the same after a year on the job as they had been at the conclusion of training. However, they are somewhat lower than those obtained from 1973-74 graduates after one year on the job.

A formal procedure of in-depth evaluation of the performance of individual instructors (Recommendation 1.1 in the evaluation report dated December, 1974) was devised and pilot-tested during 1974-75. It was approved by the Level 5 management group and used during the 1975-76 program year. Course participants in eight sections of five different courses rated the teaching effectiveness of 19 instructors. Various aspects of their performance (e.g., knowledge of subject, clarity of presentation, fairness, leadership, preparation) were rated on the scale of 1 (low) to 5 (high). Average ratings ranged from 3.69 to 4.92 with the overall average rating of 1975-76 instructors at 4.32. Ratings were highest for instructors of MT-06 (Teaching Adolescents with Reading Problems) and lowest for MT-01 and MT-03.

A marked expansion of Mark Twain in-service professional training based on internship courses required a corresponding expansion of the teaching staff in 1975-76 (recommendation 1.3). This was accomplished primarily by encouraging former trainees to become trainers. The fact that the projected Teacher Trainer program (recommendation 1.2) did not develop beyond planning stages during the year may account in part for the drop in participant satisfaction with instruction from the previous year. Some of the new instructors may not have had sufficient experience in providing professional education and some of the experienced instructors may have begun to show the strain of the increased training responsibilities and work load. Because of this, projections for 1976-77 include development of a system of instructional quality control and faculty renewal through 1) establishing standards for in-service teaching staff, 2) institution of the Teacher Trainer Program, 3) periodic professional counseling of instructors by the supervisor of staff development, and, 4) scheduled internship faculty meetings for problem-solving and interchange of ideas.

Objective 2: To develop processes and procedures for recruitment and selection of interns.

In 1975-76, the enrollment of 11 full-time and four part-time interns meeting the program's standards indicated that the objective of feasible and effective recruitment and selection continues to be met. Eight full-time and nine new part-time interns, almost equally divided among males and females, are enrolled for 1976-77. Seven of the part-time trainees are Mark Twain Programs staff, who are given priority consideration for selection. Four part-time interns from 1975-76 are continuing in the program.

As anticipated, the number of qualified internship applicants for the 1976-77 year rose sharply. This can be attributed to the growing reputation of the program, the increasing number of MCPS teachers who have completed one or more Internship in-service courses, and the opportunity to earn a Master's Degree in special education through the Mark Twain affiliation with a local college. From among 31 applicants, 22 were potentially acceptable candidates. Mark Twain Programs staff also are enrolling in increasing numbers. Unfortunately, budgeting conditions make it impossible to guarantee either financial assistance to candidates taking leave for professional training or job placement for all who successfully complete the program.

No priority objectives relative to recruitment and selection were stated for 1975-76. It is projected that recruitment will continue to become less difficult, and selection from among equally qualified candidates will become more of a problem. It is recommended for 1976-77 that additional criteria be formulated, such as 1) balance among various categories of teachers (e.g., elementary and secondary), 2) priority consideration for minority candidates, and, 3) selection on the basis of anticipated employment opportunities.

Objective 3: To develop a competency-based teacher development curriculum.

Curriculum efforts in 1975-76 focused on broadening of program offerings and individualization of instruction. Two optional seminar courses (MT-06: Teaching Adolescents With Reading Problems and MT-08: Group Leadership) were taught (recommendation 3.2). With the support of a grant from the U.S. Office of Education, Bureau of Education for the Handicapped, in-service course manuals and modules are being written, reviewed and edited. These are expected to assist in training trainers, both locally and throughout the professional community, and to facilitate independent study by trainees. A continuation grant awarded for 1976-77 will bring these materials to publication (recommendation 3.3).

In June, 1976, graduates of the 1974-75 internship and their supervisors were asked to give their opinions of the relevance of program competency objectives to job performance. While individual job settings and duties varied, all were in some form of supplementary education. Ratings of the competency objectives by graduates ranged from 4.00 to 4.60 with the average at 4.36; ratings by their supervisors and graduates were in agreement on the high relevance of counseling and behavior management competencies; graduates found psychoeducational assessment and curriculum development competencies somewhat less relevant than did their supervisors.

Sample 41

Complete personalization of program content to meet the special training needs of each individual participant was explored and rejected. It was considered essential for the quality and integrity of the program that the basic core of seminars and practicum experiences be retained. Individualization is to be aided by offering additional and/or optional learning experiences, and by flexibility in scheduling.

Projections for the coming year include 1) reorganization of MT-01: Psychoeducational Assessment and Programming into elementary and secondary level sections, 2) continued redefinition of seminar course objectives to reduce overlap, and, 3) final pre-publication review of course manuals and modules by a panel of experts in special education and competency-based teacher education.

Objective 4: To implement the learning experiences and activities that ensure participant attainment of competence in the five basic competency learning areas.

A 41-week training schedule was implemented. Its major components were 75 three-hour seminar sessions in the 5 basic competency areas, over 900 hours of practice teaching in 3 placements, a human relations group, and a variety of field studies and elective projects. Attainment of intern competencies was assessed at the competency level and at the performance objective level. All interns completed the program successfully with final summary evaluations of effective or better in all 15 competencies. Evaluation of intern competency was based on a weighted integration of performance in seminars and the 16-week practicum.

Evaluation at the performance objective level and in the two seven-week practica was formative in nature and used to monitor trainee progress, adjust program for individual training needs, and alert faculty to problems, as well as to contribute to competency level ratings. Interns had the opportunity to redo tasks as often as necessary to achieve acceptable performance.

In addition to competency assessment, impact of the training program on interns' attitudes and values was measured by the battery of pre and posttests described in Appendix E. Differences in scores from pre- to postinternship were tested for statistical significance using the Wilcoxen Matched-Pairs Signed-Ranks test.

Some significant changes in the directions hypothesized were noted on subscales of all tests.

1. Self-Evaluation of Competency. Interns rated themselves higher after training for all 15 competencies. Average pre and post ratings can be seen in Appendix E. All differences were statistically significant at the .01 level of confidence. These results are consistent with those of all previous internship years and indicate a significant change in the confidence of graduates in their ability to do the jobs for which they were being trained.

2. Specialized Proficiencies for Working With Exceptional Children Questionnaire (SPQ). Statistically significant differences were noted on the "confidence" subscales for all specialized proficiencies from pre to posttesting. No significant differences were found in the "importance" subscales. These results, shown in Appendix E, are consistent with those of the Self-Evaluation of Competency (above) as well as results in previous internship years.

Sample 41

3. Problem Behavior Analysis (PBA). Statistically significant changes were seen in the expected "frequency" or overt problem behaviors exhibited in the classroom by children with special needs. Corresponding statistically significant changes were shown for interns' expected "reactions" to those problem behaviors. While more problem behavior was anticipated, less reaction to it was expected after training. These results (Appendix E) are consistent with those hypothesized and indicate a greater impact of training in 1975-76 than in previous internship years.

4. Personal Orientation Inventory (POI). A statistically significant pre to post difference in hypothesized direction was noted for the "Inner Directed" scale of the test. After training, interns' responses indicate movement toward self-actualization. The results (Appendix E) are generally consistent with those hypothesized and indicate greater impact on trainees personal orientation in 1975-76 than in previous internship years.

The effectiveness of inter-graduates' use of their learned competencies in the classroom was assessed by the graduates themselves and by their suprevisors after a year on the job. Graduates rated their effectiveness in using the 15 program competencies, on the average, from 3.00 to 5.00 on a scale of 1 (low) to 5 (high). The median self-rating was 4.70. Their supervisors' ratings ranged more widely, from 1.47 to 4.93, the median supervisors' rating being 3.80. In the case of one graduate, supervisory ratings in the employment setting were low enough to be considered inadequate. This is the first instance of supervisor dissatisfaction with a graduate in program's four year history.

Projections for the coming year include 1) formalization of a procedure for review and termination of internship status for unacceptable performance, and, 2) continuation of the contracting of practicum activities to reinforce identified competency needs.

Objective 5: To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas.

Improvement of intern evaluation instruments and techniques was not a major focus in 1975-76. Instruments and techniques had been subjected to objective assessments for validity, usablitiy and appropriateness in 1972-73, modified accordingly in 1973-74, and the pre-post battery of attitudes scales was further evaluated and modified in 1974-75 (see reports for those years). During 1975-76, learning area coordinators maintained essentially the same methodology for assessment of knowledge and skills at the performance objective level.

Progress was made on the recommendation "revision of the program objectives to reduce discrepancies and recognize changing training and program evaluation needs." The Mark Twain Staff Development Unit has been assigned a major role in the training of personnel for supplementary education. Objectives for both program and evaluation for the internship program are being integrated within the context of the larger focus of staff development. For example, courses are offered and enrollment assured for all staff in Special Education and Supporting Services; Supervisors of Special Education have been involved in in-service course planning and instruction; and intern assignments now include area placements. Action on the recommendation to develop a test of basic knowledge in special education was deferred.

Projections for 1976-77 are to continue the development and integration of internship objectives with objectives developed to meet the demands for comprehensive in-service training in supplementary education.

Sample 41

Objective 6: To increase the number of trained personnel serving handicapped children.

Attainment of Objective 6 was evaluated by review of employment records of trainees, participation in Mark Twain in-service courses, dissemination of program information and expansion of adjunct program faculty. Of the 40 graduates of the program, 38 are employed for the 1976-77 school year by Montgomery County Public Schools. Four are regular school teachers, while 34 serve supplementary education, the majority having varying leadership responsibilities. The effectiveness of graduates' use of their learned competencies was evaluated by them and by their supervisors after one year on the job. Results of this evaluation are reported with Objective 4.

Enrollments in Mark Twain in-service courses reached a total of 618 with all participants completing courses by June, 1976. Included are Mark Twain interns, Supplementary Education staff and other MCPS school personnel at all levels. Total participation in the courses from fall, 1972, through spring of 1976 is included in Table 3.

A follow-up study of all MCPS in-service course participants conducted by a committee charged by the Superintendent and president of the teachers' organization to monitor staff development compiled ratings on 27 general fields in which in-service training is offered. Participants rated Mark Twain Programs in the top three for both value (extent to which the skills and knowledge acquired contribute to job effectiveness) and quality of instruction.

Resources of the Mark Twain Internship Program were greatly expanded this year by guaranteeing enrollment in competency courses to all supplementary education staff. Supervisors of supplementary education were notified of course offerings and internship options. Planning was undertaken for an MT-04 in-service offering at one of the MCPS high schools. In addition, involvement of supplementary education leadership in the adjunct program faculty was achieved through the participation of two staff members who taught MT-01 and MT-06.

Plans were made to provide workshops for staff from centers serving emotionally impaired and learning disabled students. The Mark Twain Staff Development Unit has conducted or sponsored 36 separate workshop sessions from FY 1974 through FY 1976 involving an estimated 1,104 MCPS staff.

Last year, a recommendation was made to explore the feasibility of comparing the classroom effectiveness of Mark Twain trained teachers with other MCPS teachers. At the present time, there are no plans to make this comparison.

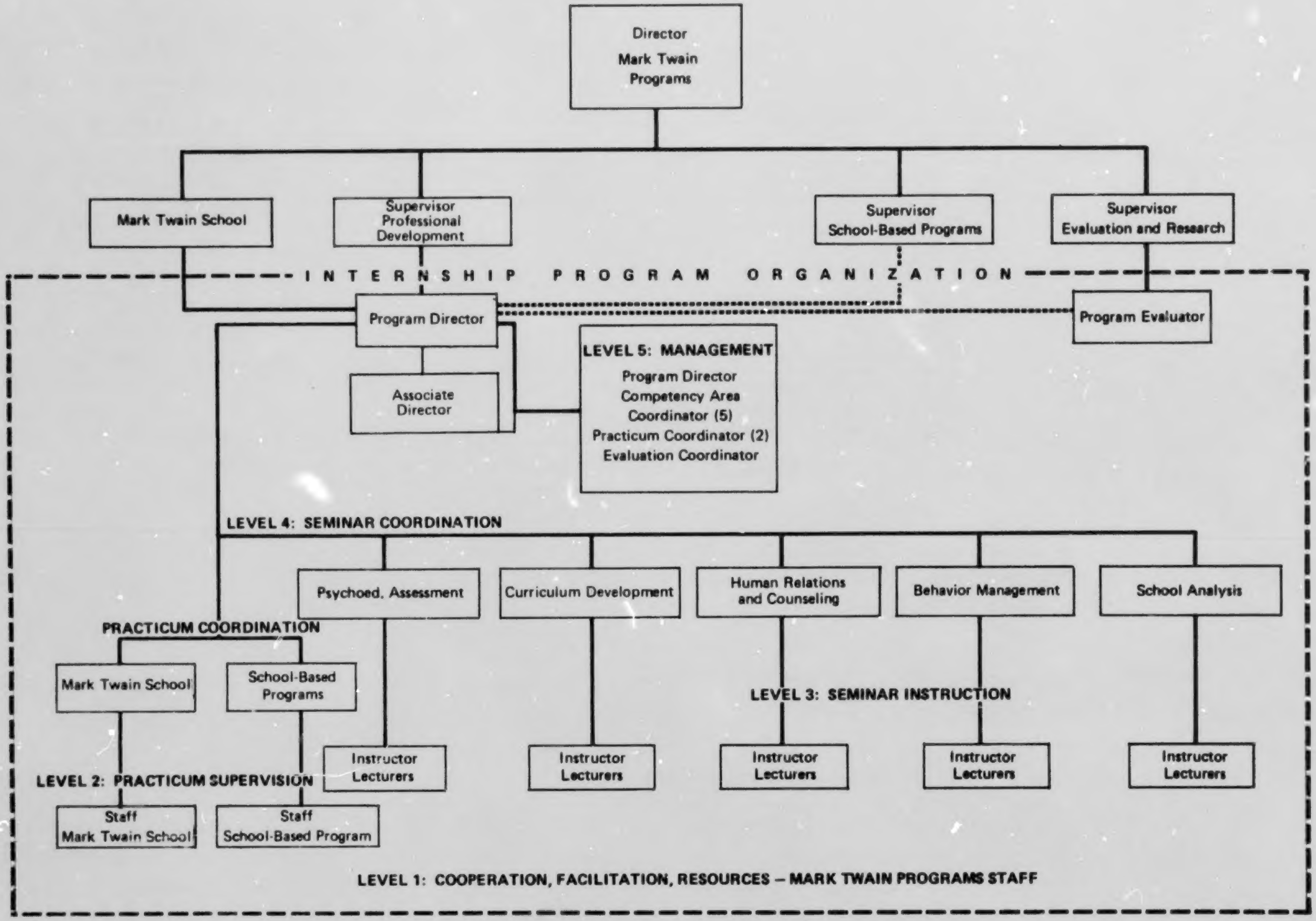
Sample 41

Table 3

Participants Completing Mark Twain Competency Courses from Fall, 1972, to Spring, 1976

	No. Course Offerings	Sup. Ed. Personnel		Regular Educ. Staff	Total	(Ave. Completion per course)
		Staff	M.T. Interns			
MT-01 Assessment and Programming	7	24	42	43	109	(17)
MT-02 Individual and Group Counseling	7	38	42	53	133	(19)
MT-03 Curriculum Development and Implementation	6	15	42	21	78	(13)
MT-04 Behavior Management	8	29	42	69	140	(18)
MT-05 School Analysis and Consultation	6	25	42	17	84	(14)
MT-06 Teaching Adolescents with Reading Problems	1	14	3	0	17	(17)
MT-07 Teaching Adolescents with Special Needs	3	9	0	34	43	(14)
MT-08 Group Leadership	1	11	3	0	14	(14)
TOTAL	39	165	216	237	618	(16.4)

APPENDIX A
ORGANIZATION OF THE MARK TWAIN INTERNSHIP PROGRAM


Director
Mark Twain Programs
Mark Twain School
Supervisor Professional Development
Supervisor School-Based Programs
Supervisor Evaluation and Research
INTERNSHIP PROGRAM ORGANIZATION
Program Director
Program Evaluator
Associate Director
LEVEL 5: MANAGEMENT
Program Director
Competency Area Coordinator (5)
Practicum Coordinator (2)
Evaluation Coordinator
LEVEL 4: SEMINAR COORDINATION
Psychoed. Assessment
Curriculum Development
Human Relations and Counseling
Behavior Management
School Analysis
PRACTICUM COORDINATION
Mark Twain School
School-Based Programs
LEVEL 3: SEMINAR INSTRUCTION
Instructor Lecturers
Instructor Lecturers
Instructor Lecturers
Instructor Lecturers
Instructor Lecturers
LEVEL 2: PRACTICUM SUPERVISION
Staff Mark Twain School
Staff School-Based Program
LEVEL 1: COOPERATION, FACILITATION, RESOURCES – MARK TWAIN PROGRAMS STAFF

ORGANIZATION CHART OF THE MARK TWAIN INTERNSHIP PROGRAM

Sample 41

Appendix B

Staff of the Mark Twain Teacher Internship Program, 1975-76

Program Director
Stanley Fagen, Supervisor or Professional Development

Program Management Staff
Tom Beuglas, Student Resource Teacher
Pam Beveridge, Staff Development Specialist
Maxine Counihan, Supervisor of School-Based Programs
Liz Glowa, Student Resource Teacher
Len Guedalia, Staff Development Specialsit
Jeff Hill, Teacher Advisor
Harry Klugel, Teacher Advisor
Phyllis McDonald, Director of Police-Student Relations Program
Geraldine Meltz, Director of Mark Twain Programs
Lois Proctor, Evaluation and Research Specialist
Judy Tarr, Diagnostic/Prescriptive Teacher

Seminar Instructors
Tom Beuglas, Mark Twain School-Based
Pam Beveridge, Mark Twain Programs
Maxine Counihan, Mark Twain School-Based
May Dunbar, Stedwick Elementary
Stan Fagen, Mark Twain Programs
Laura Flaim, Mark Twain School
John Gannon, Mark Twain School-Based
Roger Gessay, Mark Twain School
Liz Glowa, Mark Twain School-Based
Connie Godfrey, Mark Twain School-Based
Harvey Goldstein, Mark Twain School-Based
Len Guedalia, Mark Twain Programs
Jeff Hill, Mark Twain School
Alice Hundley, Mark Twain School-Based
Dottie Jackson, Mark Twain School
Harry Klugel, Mark Twain School
Dave Litsey, Mark Twain Programs
Phyllis McDonald, Mark Twain Programs
Gerry Meltz, Mark Twain Programs
Kent Ravenscroft, Mark Twain School
Judy Tarr, Mark Twain School

Supervising Teachers

Mark Twain School

Rick Dassance
Roger Gessay
Len Guedalia
Jeff Hill
Dottie Jackson
Marcia Jones
Harry Klugel
Dick Knight
Mickie Kottage
Don Kress
Pat Lesnick
John Lutes
Paul O'Connell
Ken Oswald
Jeff Robertshaw
Bernie Samm
Ann Shattuch
Lynn Usui
Tom Wallace
Kent Weaver
Tom Wheat
Nancy White

Mark Twain School-Based

Judy Billman
Tom Beuglas
Gene Carroll
Maxine Counihan
Joe Dalton
Kathie Garner
John Keller
John Kochowicz
Linda McGill
Randy Rosenthal
Donna Shannon
Sue Shotel
Evelyn Turner
Karen Wiles
Pat Wright

Sample 41

Appendix C

Brief Descriptions of Mark Twain Teacher Internship Seminar Courses

Psychoeducational Assessment and Programming (MT-01)

Two competencies specified for this area relate to the ability (a) to collect and use data to assess learner's strengths and weakness, style and interpersonal relations, and, (b) to use assessment information for planning an individual program for evaluation of progress. Performance objectives for the first competency involve the ability to administer and interpret assessment instruments in the affective, perceptual, cognitive, and educational domains and to integrate data from these instruments into a valid psychoeducational profile. Curriculum modules cover the following topics: extracting and categorizing data from pupil cumulative records; nature of intelligence; indicators of intelligence, achievement, and aptitude; cognitive development and classification of skills in the cognitive domain; perceptual development and assessment; assessment of specific learning disabilities; techniques for teaching children with specific learning disabilities; assessment of learning styles and human relationships; and planning student program adjustments.

Human Relations and Counseling (MT-02)

The three competencies in this area include (a) the ability to comprehend and communicate effectively in an educational setting; (b) the ability to interact with empathy, respect, specificity, self-awareness, and self-acceptance in an educational setting; and, (c) the ability to facilitate attainment of humanistic educational objectives in groups. An example of a related performance objective is the demonstration of ability to comprehend communications, in terms of content and feelings, with students and peers, in a counseling interaction. Curriculum modules cover the following topics: counseling and helping; definition, objectives, and processes; listening for content and feeling; interacting with respect; interacting with empathy; interacting with specificity; integrating basic counseling skills; giving and receiving feedback; self-acceptance and sending "I Messages;" life space analysis and working towards resolution; and planning for group counseling: objectives, leadership, format, and activities.

Curriculum Development and Implementation (MT-03)

Four competencies are specified in this area. These are (a) the ability to plan and organize an instructional system, (b) the development and selection of appropriate curricula for special students, (c) the planning and implementation of appropriate learning activities and teaching strategies, and, (d) the selection and development of appropriate resource materials. One performance objective specified is the demonstration of ability to integrate strategies from various sources into a curriculum appropriate to students. Curriculum modules include the following topics: strategies for promoting individualization of instruction; developing objectives to meet affective, cognitive, and educational needs; teaching basic skills through high interest topics and materials; and implementing and evaluating commercially prepared materials and audiovisual technology and materials.

Behavior Management (MT-04)

The following three competencies are defined: (a) the ability to establish and reinforce behavioral values, expectations, and limits in an educational setting; (b) the ability to identify and teach strategies for coping with conflict and frustration in an educational setting; and (c) the ability to develop and use teacher-intervention techniques to manage distruptive school behavior effectively. A related performance objective is the application of operant, surface-management, and life-space interviewing principles in problem situations. Curriculum modules cover identifying and meeting the needs of children with emotional and learning problems; alternative approaches to educating children with special needs; clarifying behavior values and limits; strategies for reinforcing behavior values; strategies for coping with frustration and conflict; and intervention techniques for disruptive behavior: surface management, life-space interviewing, and operant procedures.

School Analysis and Consultation (MT-05)

The three competencies for this area relate to (a) ability through knowledge of systems theory to understand and analyze the operation of the school, family, and community as open systems; (b) ability to use skill and knowledge in conferencing and consulting within and between systems; and, (c) ability to use knowledge of education systems and skills in conferencing and consulting to become a more effective resource in a school. An example of a performance objective is the demonstration of the ability to plan and conduct a family conference. Curriculum modules cover analyzing school operations, understanding family and community effects on school functioning, planning and conducting school-family conferences, consulting with and helping other teachers, and designing and implementing educational plans for children with problems.

Teaching Adolescents with Reading Problems (MT-06)

The competencies for this course include informal assessment and interpretation of assessment results in language skill areas; selection of materials appropriate to students' needs; use of techniques for teaching basic reading skills in the subject matter areas; and application of readability formulas.

Improving Skills for Teaching Adolescents with Special Needs (MT-07)

The goal of this course is to increase competency in teaching students with learning and emotional problems. This will be accomplished through mastery of selected performance objectives from five competency areas: psychoeducational assessment and programming, individual and group counseling, curriculum develpment and implementation, behavior management, and school analysis and consultation.

Skills for Group Leadership (MT-08)

This is a competency based course designed to promote skills for effectively leading groups in schools. Although the focus will be on leadership of groups with student members, course content will also be applicable to leading parent and staff groups. Course units will include: developing expectations for group behavior; establishing group goals; leadership style and functions; influence of leader behavior of the group; responsible leadership and self-awareness; promoting member self-esteem and involvement; selecting discussion themes, topics and objectives; planning strategies for groupwork; sharing leadership and teaming.

Sample 41

Appendix D

Disposition of Evaluation Recommendations from 1974-75

Recommendation		Status
Objective 1:		
1.1.	Implementation of instructor evaluation procedure	Completed
1.2.	Development of Teacher-Trainer Program	In Progress
1.3.	Augmentation and reassignment of staff and resources	In Progress
Objective 2:		
2.1.	Development of recruitment and selection procedures for interns	Completed
Objective 3:		
3.1.	Review of competency objectives	In Progress
3.2.	Implementation of optional Group Leadership and Teaching Adolescents with Reading Problems courses	Completed
3.3.	Publication of in-service course manuals and modules	In Progress
Objective 4:		
4.1.	Contracting of practicum activities to reinforce identified competency needs as appropriate	In Progress
4.2.	Review of course instruction to assure coverage of all learning objectives	In Progress
Objective 5:		
5.1.	Revision of program objectives	In Progress
5.2.	Development of corresponding evaluation procedures	In Progress
5.3.	Development of test of basic knowledge in special education	Deferred
Objective 6:		
6.1.	Follow-up of intern graduates	Deferred
6.2.	Follow-up of MCPS in-service course participants	MCPS Survey
6.3.	Exploration of comparisons of graduates with other MCPS teachers	Deferred
6.4.	Inclusion of staff of other Level 6 and 7 programs	In Progress

Sample 41

Appendix E

Description of Pre-Post Internship Test Battery and Comparison of Results

The Self-Evaluation of Competencies is a self-rating scale completed by program participants to evaluate their abilities in the same 15 subcompetencies, on the same 7 point scale, which are the learning goals of the program. It was used to measure trainees' opinions of changes in their competencies after exposure to the program.

	Median Rating		
Competency	Pre	Post	Significance*
1.1. Completion of a Psychoeducational Profile	3.00	7.00	p < .01
1.2. Use of Assessment Information for Programming	3.50	7.00	p < .01
2.1. Effective Comprehension and Communication	5.00	7.00	p < .01
2.2. Effective Interaction	5.00	7.00	p < .01
2.3. Facilitating Humanistic Education in Groups	5.25	7.00	p < .01
3.1. Plan and Organize Instructional System	4.00	7.00	p < .01
3.2. Develop and Select Appropriate Curriculum	4.00	7.00	p < .01
3.3. Implementation of Learning Activities	5.00	7.00	p < .01
3.4. Selection of Appropriate Materials	4.50	7.00	p < .01
4.1. Reinforcing Behavior Values	5.00	7.00	p < .01
4.2. Teaching Coping with Frustration	4.00	7.00	p < .01
4.3. Using Intervention Techniques	3.00	7.00	p < .01
5.1. Problem-Solving in Schools	5.00	7.00	p < .01
5.2. Using Consultation Process	4.00	7.00	p < .01
5.3. Educational Planning	4.50	7.00	p < .01

*Wilcoxen Signed-Ranks Matched-Pairs Test

Sample 41

The Problem Behavior Analysis (Walker, 1967) is a list of 124 items which represent overt actions observed in the classroom. Ratings are obtained on (1) the frequency of occurrence of the behavior aniticipated in the classroom, and (2) the personal reaction (extent of feeling disturbed) to the behavior. (The checklist was devised originally to compare rater responses in the identification of emotionally disturbed children.) It was used to measure changes in trainees' estimates of the frequency of problem behavior in the classroom and the degree of discomfort caused by the behavior of problem children.

		Average Rating		
Behaviors		Pre	Post	Significance*
1. Oppositional Behavior	Frequency	2.60	3.19	p < .05
	Reaction	2.40	1.97	p < .05
2. Overt Aggressive Behavior	Frequency	2.20	2.73	p < .05
	Reaction	2.85	2.35	p < .01
3. Deviations in Social Development	Frequency	2.95	3.45	p < .05
	Reaction	2.36	1.91	p < .05
4. Neuro-Phys-Motor	Frequency	2.64	3.07	N.S.
	Reaction	2.10	1.61	N.S.
5. Signs of Restricted Functioning	Frequency	2.80	3.26	p < .05
	Reaction	2.08	1.67	p < .05
6. Failure to Follow Through	Frequency	2.62	3.30	p < .05
	Reaction	2.31	1.68	p < .01
7. Verbal	Frequency	2.72	3.03	N.S.
	Reaction	2.00	1.76	N.S.
8. Self-Criticism	Frequency	3.16	3.60	N.S.
	Reaction	2.12	1.65	p < .05

Scale: Frequency 0-5
Reaction 0-5

*Wilcoxen Signed-Ranks Matched Pairs Test

Sample 41

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (Mackie, 1960) is a self-rating scale of 110 items of specialized job skills or competencies for teachers who work with exceptional children. The instrument was used as part of the study Qualifications and Preparation of Teachers of Exceptional Children, undertaken by the United States Department of Health, Education, and Welfare. A modified version (Tompkins, 1971) was designed to elicit opinions as to the importance of the competencies to an individual's job assignment as well as his opinions of his ability in those competencies in the following areas: knowing the child, curriculum materials and method, testing and psychoeducational assessment, counseling and behavior management, the teacher as a professional team worker, parent and public relations, and teacher as a person. It was used to measure changes in the opinions of trainees as to the importance of specified competencies and their conficence in their abilities to perform specified tasks in working with exceptional children after exposure to the program.

Proficiencies		Average Rating Pre	Average Rating Post	Significance*
A. Knowing the Child	Importance	5.35	5.46	N.S.
	Confidence	2.90	4.15	p < .01
B. Curriculum Materials and Methods	Importance	5.61	5.96	N.S.
	Confidence	2.84	4.02	p < .01
C. Testing and Psychoeducational Assessment	Importance	4.67	5.24	N.S.
	Confidence	2.70	4.23	p < .01
D. Counseling and Behavior Management	Importance	5.24	6.05	N.S.
	Confidence	2.61	4.44	p < .01
E. Teacher as a Professional Team Worker	Importance	5.03	5.52	N.S.
	Confidence	2.84	4.34	p < .01
F. Parent and Public Relations	Importance	4.19	5.67	N.S.
	Confidence	2.44	4.06	p < .01
G. Teacher as a Person	Importance	6.32	6.72	N.S.
	Confidence	3.86	5.23	p < .01

Scale: Importance 1-7
Confidence 1-5

*Wilcoxen Matched-Pairs Signed-Ranks Test

Sample 41

The Personal Orientation Inventory (Shostrum 1966) consists of 150 two-choice comparative value judgment items and purports to tap self-actualization, a concept used by such writers as Maslow and Rogers. There are four major scales and ten subscales. It was used to measure changes in the opinions of trainees about their abilities to function as self-actualizing individuals with autonomy and interdependency.

Orientation	Average Rating Pre	Average Rating Post	Significance*
A. Time Incompetent	4.1	3.1	N.S.
B. Time Competent	18.9	19.6	N.S.
C. Other Directed	35.8	24.1	$p < .01$
D. Inner Directed	91.0	101.7	$p < .05$
E. Self-Actualizing Value	21.3	11.4	$p < .01$
F. Existentiality	24.0	26.5	N.S.
G. Feeling Reactively	17.0	17.6	N.S.
H. Spontaneity	14.7	15.4	N.S.
I. Self-Regard	12.9	14.4	$p < .05$
J. Self-Acceptance	16.1	19.2	$p < .05$
K. Nature of Man, Construction	12.1	12.5	N.S.
L. Synergy	7.7	7.3	N.S.
M. Acceptance of Aggression	16.8	18.9	N.S.
N. Capacity for Intimate Contact	19.6	21.8	N.S.

*Wilcoxen Signed-Ranks Matched-Pairs Test

Part 10. Program Funding

Program Funding

The Mark Twain Teacher Internship Program is completing its sixth full year. It has achieved a high degree of stability, both in terms of funding and program operations. The program has evolved from the phase of development to maintenance, and costs for perpetuation are not well established and entirely supported by Montgomery County Public Schools. Charted below are the actual costs for 1976 and 1977 fiscal years, and the anticipated budget for FY 1978.

Budget Item	FY 76	FY 77	FY 78
1. Program Direction			
(a) Supervisor of Prof. Develop.	(25%) 7,250	(10%) 3,000	(10%) 3,100
(b) Staff Development Specialist		(20%) 3,200*	(20%) 3,400
2. Management Group (Part-time)	3,000	3,000	3,000
3. In-Service Instruction (Part-time) 50% of $7,500 - FY 76; 25% of $15,000- FY 77, 78	3,750	3,750	3,750
4. Practicum Coordination (Part-time)	(50%) 7,500*	(40%) 6,400*	(40%) 6,800*
5. Supplies and Materials			
(a) Instructional	800	900	900
(b) Office, 50% of $1,500 - FY 76 25% of $2,000 - FY 77, 78	750	500	500
6. Consultation	1,250	900	900
7. Travel (local, out-of-state)	1,000	1,000	1,000
8. Evaluation (Part-time)	600	600	600
9. Overhead Costs			
10. Supporting Services (Secretarial)	(10%) 900	(10%) 950	(10%) 1,000
11. Recruitment and Selection	1,500	1,500	1,500
TOTAL	28,300	25,700	26,450
12. Internship Positions	51,000	55,000	45,000

*Functions carried out by Staff Development Specialist.

Each of the above budget items may be explained as follows:

1. Program Direction - To conduct this function in FY 76, the Supervisor of Professional Development devoted approximately 25% of his work time. In FY 77, much of the program direction was turned over to the Staff Development Specialist (20% time), reducing the supervisor's time to 10%.

2. Program Management, Part-Time - Management meetings are held after school hours on alternate weeks throughout the year. Staff are paid at the fixed rate of "in-service consultants" ($8.33 per hour). $3,000 has been budgeted for FY 76, 77, and 78 to cover costs of seven part-time staff.

3. In-Service Instruction, Part-Time - Funds are provided to offer at least ten Mark Twain courses. Large group classes of 30 or more enrollments are budgeted at $1,500; courses with enrollments of 15 to 22 receive $750. The budgeted amount of $15,00 permits about 13 course offerings since only 4-5 courses draw enrollments over 30. It is estimated that 25% of course participant slots are filled by Mark Twain interns. Of approximately 280 individual registrations during 1976-77, 70 were used by interns. Prorating the budget of $15,000 @ 25% yields a net figure of $3,750.

4. Practicum Coordination, Part-Time - About 50% of the specialists time in FY 77 was related to practicum coordination. A reduction to 40% is anticipated for FY 78 since school program staff will be expected to carry more coordination.

5. Supplies and Materials -
   (a) Instructional - Instructional supplies are needed for the competency-based courses. Funds are calculated on an average of $150 per competency area.
   (b) Office - Supplies are needed for distributing information to program participants (photocopying, mimeo) and general office supplies. Using the same rationale as for in-service courses, 25% of the supplies can be budgeted for interns exclusively.

6. Consultation - Program consultants for each of the competency areas are available @ $150 per day.

7. Travel (out-of-state) - Local travel for practicum coordination and out-of-town travel to national conventions.

8. Evaluation, Part-Time - Evaluation activities are largely undertaken by the program staff, although certain tasks are administered by the evaluation staff (e.g., follow-up of graduates). Evaluation costs can be estimated to be about 5% of a research assistant's time or approximately $600 per annum.

9. Overhead Costs - Undetermined costs associated with office space, use of meeting rooms, heating, lighting, telephone, etc. are necessary.

10. Supporting Services (Secretarial) - Estimated at about 10% time on internship material.

11. Recruitment and Selection - During the period from March to May, selection activities require much time. Approximately two days per week for 11 weeks are needed to assure quality control. Based on a full-time teaching job, this amount of time would be the equivalent of 10% (4.2 weeks of 42 weeks). For FY 76, the specialist was the primary manager for recruitment and selection. A part-time staff development assistant performed this role in FY 77, under the specialist's direction.

12. Internship Positions - These trainee positions are not budgeted to the program but are supported by negotiated agreement between Montgomery County Public Schools and the Montgomery County Education Association, under academic leave provisions. Teachers selected for the program are paid 50-60% of their annual salary, depending on whether they elect to "pay back" two or three years of continued service following completion of the program. Funding shown was for eight positions in FY 76 and FY 77, and is for six positions in FY 78.

SECTION III

APPLYING THE MODEL TO OTHER SETTINGS

Part 1. Regional Conference to Consider the Model

Regional Conference to Consider the Model

Since Montgomery County Public Schools may be representative of a very specific and unique region, it was desirable to identify alternatives for applying the school-based internship model to other school systems representing different regions. As a result, the original grant application submitted to the Bureau for Education of the Handicapped in 1974, entitled Dissemination-Training for a Public School-Based Internship Model for Preparing Regular Teachers in the Education of Students with Special Needs, identified as one of its goals a two-day conference to focus on alternatives for implementing or replicating the public school-based internship model. This section of the Organizational Manual presents the planning, execution, and results of the conference.

Conference Planning and Organization

The first step in planning was to identify the following conference objectives: (1) provide information about the organization, development, and operation of the Mark Twain Internship model for preparing regular teachers for certification in special education, (2) consider alternative patterns for applying the Mark Twain Internship model to other public school systems, and, (3) include the written alternatives produced by the conference as a chapter in an organizational manual describing the Mark Twain Internship program model to be disseminated by the Bureau of Education for the Handicapped.

Based on these objectives, the conference would: (1) serve as a forum for the development of alternative patterns for applying the Mark Twain Internship model to other public school systems, (2) serve to disseminate detailed information about the school-based internship model to leading people in the field, and, (3) provide feedback on the nature of materials being gathered for the organizational manual.

A notebook containing background and organizational information was prepared for each conference participant. Each notebook contained much of the information included in Section Two of this manual.

Conference participants were to work in three groups, each group to be made up of participants from either rural, urban, or suburban reguions. The original design for grouping conference participants was as follows:

	Public School System Administrators	University Training Directors	State Department Administrators	TOTAL
Rural	3	2	1	6
Urban	3	2	1	6
Suburban	3	2	1	6
TOTAL	9	6	3	18

After adopting the above format for grouping of participants, it was necessary to identify conference participants. Recommendations for participants (Sample 42) were solicited from the Bureau of Education for the Handicapped, local school administrators, and project consultants (Dr. Frank Bruno, Dr. Lyndal Bullock, Dr. Anne Carroll, Dr. William Morse, and Dr. Richard Whelan).

The criteria for selection were as follows:

(1) Demonstrated involvement and contribution to staff or teacher development in the area of special education,
(2) Interest in or experience with a school-based internship model,
(3) Peer nomination, and,
(4) Geographic location (with preference to persons working east of the Mississippi, due to limitations on travel funds).

The dates of the conference were set for March 10th and 11th, with guests arriving March 9, 1977. Letters of invitation were sent to recommended participants, with additional invitations mailed as participation was declined by some. Eighteen individuals accepted invitations, although only seventeen were able to attend. Upon receipt of positive reponses from conference invitees, a follow-up letter was sent which included conference objectives, a tentative schedule of events, recommendations for arrival at National Airport in Washington, D.C., on Wednesday, March 9, and proposed arrangements for housing during the conference. Program interns volunteered to provide transportation for conference participants arriving at National Airport. This allowed participants to informally gather information about the program from interns.

Sample 42

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Letter Soliciting Recommendations for Conference Participants from Local School Administrator

Dear ______________:

As part of the Mark Twain Internship Dissemination Project, we are preparing an organizational volume to accompany our competency instructional manuals. This volume will describe the internship model and its implementation in Montgomery County Public Schools and will contain a chapter on alternative patterns for applying the model to other public school systems.

To assist us in writing the chapter on alternatives, we are conducting a two-day conference in March to be attended by eighteen representatives from various parts of the country. Thus far, we have identified some potential participants, but would greatly appreciate your help in making further selections. The criteria for selection are as follows:

a. School System
   - 3 rural, 3 urban, 3 suburban
   - is responsible for staff development and services for students with special needs.

b. University/College (Teacher Education)
   - 2 rural, 2 urban, 2 suburban
   - is or has been training director (teacher training program)
   - has experience preparing people for special education
   - is active in professional organizations

c. State Department of Education (Administration)
   - 3 from different states
   - is director or official in charge of special education and/or staff development

(Due to limited travel funds, we are seeking people located east of the Mississippi)

We would be grateful for any suggestions you have of participants whom you feel would be qualified to attend.

We would like to send a first round of invitations by ______________. If you could gave names to us by that time, it would be most helpful. If you would prefer, please feel free to call at ___________________________.

Sincerely,

Teacher Specialist for Dissemination
and Training

Sample 43

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Invitation to Conference

January 7, 1977

Dear ____________________:

We would like to invite you to attend a two-day conference pertaining to the Mark Twain Teacher Internship Program, Montgomery County Public Schools. The conference will be held March 10 - 11, 1977, at the Mark Twain School. The conference is part of a Bureau of Education for the Handicapped funded project to disseminate information and materials related to our public school-based teacher internship model. You have been highly recommended by consultants who were asked to submit names of interested and qualified professionals affiliated with school systems, universities, and state departments of education.

The purpose of the conference is:

(1) to provide information about the organization, development, and operation of our internship program model for preparing regular teachers for certification in special education, and,

(2) to consider alternative patterns for applying the model to other public school systems.

As part of our commitments to the Bureau of Education for the Handicapped, the project will be publishing technical training manuals. One volume will focus on program organization; a second volume will deal with competency instruction in five areas (assessment-programming, counseling and human relations, curriculum development and instruction, behavior management, school analysis and consultation). It is expected that alternatives identified by the conference participants will be included as a chapter in the organizational manual.

We believe that our teacher internship model can be successfully adapted by other school systems, with state and university support. The program model has proven to be extremely effective for Montgomery County Public Schools. The Mark Twain Teacher Internship Program began in 1972, with special project assistance from the Bureau of Education for the Handicapped, and is now fully supported by Montgomery County Public Schools. Up to this year, 42 regular teachers have been trained and graduated, and 40 are currently employed in our system, as supplementary education staff. Fifteen interns are presently completing the program. In addition, over 600 educators have completed individual courses within the internship program structure.

The project will be able to subsidize at least 50 percent of your travel costs. The budget provides a fixed amount for eighteen participants, based on a cost sharing plan. Exact reimbursement amounts cannot be figured until conference participants are known.

We have enclosed some further material on the Mark Twain Teacher Internship Program. Please do not hesitate to call about any questions you might have. As we are seeking to have a definite list of conference participants by the last week in January, we would appreciate a reply by Wednesday, January 19. A self-addressed envelope and response form are enclosed for your convenience.

Hoping that you can join us in March.

Sincerely yours,

Stanley A. Fagen, Ph.D.
Supervisor of Professional Development
(301-762-8335, ext. 10 or 12)

(Please detach and return)

Name ______________________

Current Address ______________________

____

____

Phone ______________________

YES I will attend the Conference March 10 and 11.

NO I cannot attend the Conference March 10 and 11.

Conference Schedule

The following schedule describes briefly the activities arranged for the conference, March 9, 10, and 11, 1977. The small group work referred to in the schedule is described in more detail on the following pages.

Wednesday, March 9

4:00-7:00 p.m.	Hospitality Room open for conference registration.
7:00-9:30 p.m.	Pre-conference social for conference participants, guests, interns, and faculty. Refreshments and fellowship.

Thursday, March 10

8:00 a.m.	Depart for conference site - Mark Twain School (Staff will provide transportation).
8:30-9:30 a.m.	Conference orientation and opening panel: Program relationship to MCPS Dr. Stanley Fagen, Supervisor or Professional Development Mrs. Elizabeth Spencer, Vice-President, Board of Education Mr. Paul Masem, Associate Superintendent for Continuum Educ. Mr. William Monie, Certification Specialist, Department of Staff Development Dr. Thomas O'Toole, Director, Department of Supplementary Education and Services Mrs. Geraldine Meltz, Acting Director of Mark Twain Programs
9:30-11:30 a.m.	Orientation to Components of School-Based Teacher Internship Model Dr. Stanley Fagen Dr. Stephen Checkon, Supervisor of Research and Evaluation Mr. Leonard Guedalia, Staff Development Specialist Mr. Jeffery Hill, Specialist for Dissemination-Training Mrs. Diana Thompson, Coordinator for Individual Studies
11:30-12:15 p.m.	Lunch
12:15-3:45 p.m.	Small Group Work: Application of School-Based Teacher Internship Model to Urban, Suburban, and Rural Settings, Components I-IV.
4:00-4:45 p.m.	Guided tour of Mark Twain School Dr. Ronald Laneve, Principal Ms. Patricia Lesnick, Assistant Principal
4:45 p.m.	Return to Hotel
6:15 p.m.	Departure for Dinner (as arranged)
9:30 p.m.	Approximate return to Hotel

Friday, March 11

8:00 a.m.	Check out of Hotel - check luggage for afternoon pickup
8:40 a.m.	Depart for conference site - Mark Twain School (Staff will provide transportation)
9:00-10:00 a.m.	Orientation to Components V, VI, VII
10:00-11:30 a.m.	Group Work, Components V, VI
11:30-12:15 p.m.	Lunch
	Some Observations on Mark Twain Internship Model - Ms. Lucy Hession, Maryland State Department of Education
12:00-12:15 p.m.	Meeting with Chairpersons
12:30-1:10 p.m.	Group Work, Component VII
1:15-2:45 p.m.	Group Sharing
2:55-3:20 p.m.	Concluding Remarks:
	Dr. Gweneth Brown, Bureau of Education for the Handicapped Mrs. Peg Boone, Administrative Assistant to the Superintendent, Montgomery County Public Schools
3:20-3:30 p.m.	Conference Wrap-up
	Dr. Stanley Fagen
3:30 p.m.	Return to Hotel

Small Group Work Format

As is indicated by the conference schedule, participants were briefed on Program Components I, II, III, and IV on the morning of the first day of the conference. At noon, group chairmen were briefed on the small group work format. All participants were given a packet of materials , and, with clarification by a program staff member, proceeded with the small group work task as presented in Sample 44.

Sample 44

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Small Group Work Format

I. Procedures

1. Chairperson reviews group work task as defined here.
2. Group selects recorder.
3. Consider each Program Component and School-Based Element in order.
4. For each Program Sub-Component:
   PART A - clarify school-based requirement as needed (program resource person will be available to clarify)
   PART B - check feasibility of each required school-based element, i.e., poll group members on whether they think the element is easy or difficult to implement (for example, 4/6 members think it would be easy to implement requirement for school system to have approval of Program Administration)
   PART C - when one or more members of a goup consider implementation of school-based element a problem, discuss "Potential for Implementation," as follows:
   (1) share and record sources of difficulty (i.e., Restraining Forces or obstacles),
   (2) share and record possible factors and resources for implementarion (Driving or Helping Forces),
   (3) share and record possible steps that could be taken to implement the required element or indicate how you would modify the requirement (Action Steps).
5. Proceed through all Program Components and School-Based Elements, using "Suggested Timetable" as guide.

II. Suggested Timetable

Thursday, March 10, 1977, 1:00-3:45 p.m.
12:15-2:15 - Components I, II, III
2:15-3:45 - Component IV - In-Service Courses
- Practicum

Friday, March 11, 1977, 9:45-1:10 p.m.
9:45-10:45 - Component V
10:45-11:30 - Component VI
12:30- 1:10 - Component VII

Participants

A total of seventeen people participated in the conference, representing eleven states and Washington, D.C. (Figure 4).

CONFERENCE PARTICIPANT LOCATIONS

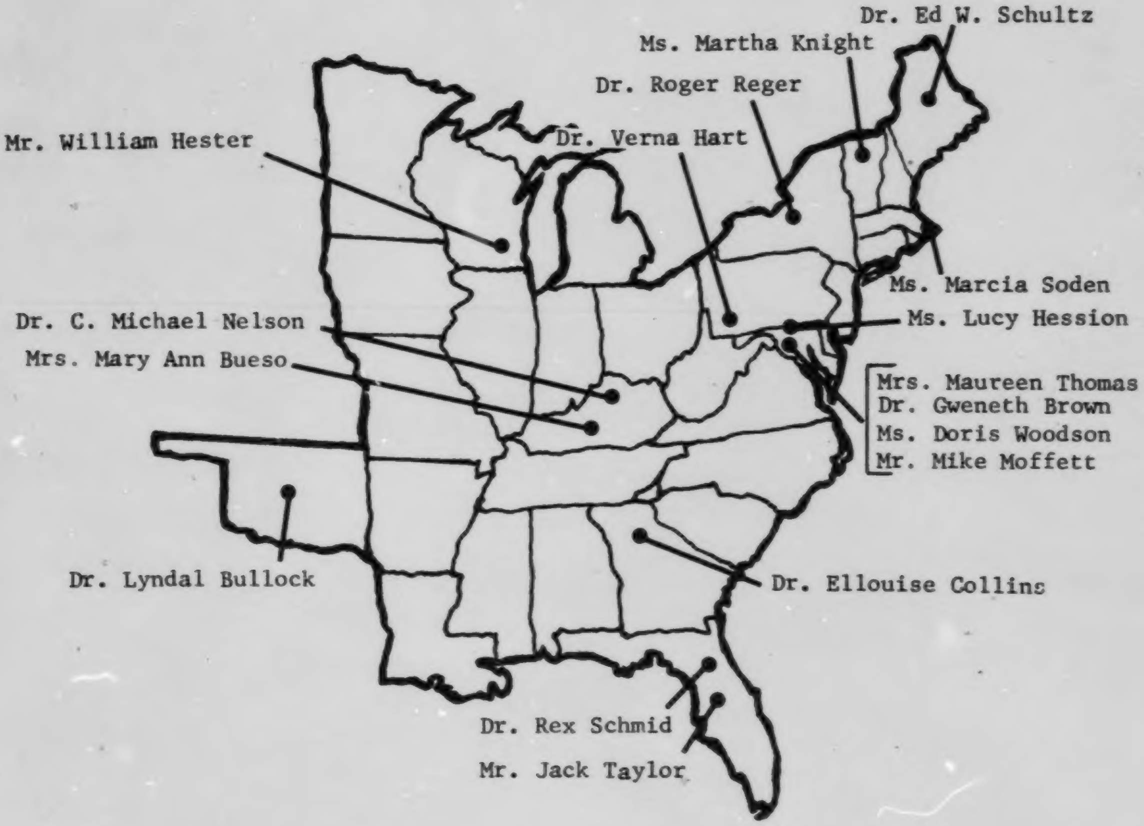

Dr. Ed W. Schultz
Ms. Martha Knight
Dr. Roger Reger
Mr. William Hester
Dr. Verna Hart
Ms. Marcia Soden
Ms. Lucy Hession
Dr. C. Michael Nelson
Mrs. Mary Ann Bueso
Mrs. Maureen Thomas
Dr. Gweneth Brown
Ms. Doris Woodson
Mr. Mike Moffett
Dr. Lyndal Bullock
Dr. Ellouise Collins
Dr. Rex Schmid
Mr. Jack Taylor

Figure 4.

Table 8 lists conference participants as they were assigned to regional work groups.

TABLE 8

Conference Participants

	Public School System Administrators	University Training Directors	State Department & BEH Administrators
RURAL	Mrs. Mary Ann Bueso Director of Special Education Hardin Co. Public Schools Kentucky	Dr. Ed W. Schultz Chairman, Department of Special Education University of Maine	Mr. Mike Moffett Administrative Intern Bureau of Education for the Handicapped
	Dr. Roger Reger Director of Special Education Erie BOCES #1 New York	Ms. Martha Knight Chairperson in the Area of Emotional & Learning Handicaps University of Vermont/ Vt. State Dept. of Educ.	
URBAN	Ms. Doris Woodson Asst. Superintendent for Special Education Washington, D.C. Public Schools	Dr. C. Michael Nelson Department of Special Education University of Kentucky	Dr. Gweneth Brown Division of Personnel Preparation Bureau of Education for the Handicapped
	Ms. Marcia Soden Acting Assoc. Director of Resource Programs Boston Public Schools	Dr. Verna Hart Associate Professor University of Pittsburgh	
	Mr. William Hester Program Administrator for Handicapped Children Department of Exceptional Children Milwaukee Public Schools		
SUBURBAN	Dr. Ellouise Collins Director of Teacher Education Clayton Co. Public Schools	Dr. Lyndal Bullock Director, Exceptional Learner Education College of Education University of Oklahoma	Ms. Lucy Hession Division of Special Education Maryland State Department of Education
	Mr. Jack Taylor Principal Pinellos County Schools Florida	Dr. Rex Schmid Coordinator of Programs for the Emotionally Disturbed Department of Special Education University of Florida	
	Mrs. Maureen Thomas Supervising Director of Program Operation and Management Washington, D.C. Public Schools		

TABLE 9

Summary of Rural Work Group's Reactions to Critical Items for a Public School-Based Teacher Internship Model

Tables 9, 10, and 11 summarize the work of rural, suburban, and urban groups, respectively. At the end of the work group sessions, general conclusions were shared by each group. These concluding statements are presented for each work group, following the tabular summary.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
I. GOALS AND FOUNDATIONS (2) Goals: Matched to school system priorities	Yes-5/5			• LEA leadership wants approval responsibility. • Needs assessment can be cooperatively developed by LEA, SEA, & IHE. • Goals are determined by assessment of LEA needs.	• Program goals may not be LEA high priorities. • Board of Education may not be aware of importance of program goals for LEA priorities and rejects proposal.	• Plan needs assessment with LEA, SEA, IHE input. • Write program goals to match assessed LEA needs, using SEA & IHE expertise. • Document importance of program goals to Board of Education.
(5) Program Administration (Direction)	Yes-5/5	Yes-5/5	At least equal representation-4/5	• Ultimate responsibility for decisions must reside with LEA. • LEA desires approval of administrative staff.	• Lack of LEA funding for staff administration. • Personality of administrative staff may not match needs of program.	• LEA is authorized authority to approve of program administration. • LEA must fund at least 50% of administrative salaries.
(6) Internship Positions	Yes-5/5	Yes-5/5		• Public Law 94-142 requires LEA staff to provide appropriate education for all students.	• Unclear or inadequate procedures and criteria for selection of qualified interns.	• Selection procedures and criteria should be preplanned. • LEA develops plan for intern locations and placements in advance of internship program.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
						• LEA approves intern selections, and authorizes training placement in school system.
II. ORGANIZATION AND MANAGEMENT (4) Program Management (P. Mg.) & Staffing	Yes-5/5	Yes-3/5	At least equal representation-3/5	• Program director able to select and approve staff. • In-service staff have school district support and approval	• Skills and knowledge may be too restricted if at least 50% of management staff are from school districts.	• Seek breadth of skill and knowledge in forming management group.
(5) Program Objectives	Yes-5/5			See analysis for Goals in I (2)		
(7) Master's Degree Affilitation	Yes-5/5			• University can arrange adjunct faculty appointments for school staff. • Degree, tuition reduction, and reimbursement to school district are positive incentives.	• University may demand irrelevant or impractical requirements.	• Affilitation negotiated for terms mutually acceptable to program administration and university.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
III. CURRICULUM						
(1) Competency Objectives	Yes (P.Mg) - 5/5		At least equal representation-5/5*	• Planning for competence objectives should ultimately involve equal input from school system people and higher education. Planners need not be involved in direct instruction. Stipulation of at least 50% LEA staff for determining competency objectives need not be adhered to in beginning development stage, and should not be a precondition for program development and implementation.		
(2) Learning Experiences & Activities	Yes (P.Mg) - 5/5	Yes (Practica)-5/5	At least equal representation-5/5	• Desired by all parties.		
(5) Intern Progress Evaluation	Yes (P.Mg) - 5/5		At least equal representation-5/5	• Evaluation should be completed by those accountable for instruction.	• Subject to restrictions noted in II (4).	
IV. INSTRUCTION: IN-SERVICE COURSES						
(1) Course Planning & Development	Yes (P.Mg) - 5/5		At least equal representation-5/5*			• Planning must involve school people to 50% criterion but delivery need not.
(2) Instructional Delivery			At least equal representation-5/5	• A desirable goal to work toward. • Instructors need not be program management staff.	• May need gradual development so that criterion is a long range goal.	• Plan for development of in-service trainers or instructors.

*With modifications noted.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
(3) Evaluation of Intern Performance			At least equal representation-5/5		Same as in IV (2)	
(4) Changes Based on Evaluation of Course & Instructor Effectiveness	Yes-5/5			• Value and quality of instruction is demonstrated. • Course participants share responsibility for improvements. • Instructor growth is facilitated.	• Input of course participants and instructors are necessary but not sufficient.	• Data collection, instructor conferencing, and course review and revision procedures are needed.
(5) Instructor Selection & Development	Yes-5/5					
V. INSTRUCTION: PRACTICUM						
(1) Practicum Planning & Development	Yes (P.Mg) - 5/5		At least equal representation-5/5	• LEA staff can indicate types of experiences available in classroom.		
(2) Placement Decision	Yes-5/5			• LEA has legal responsibility for staff or trainee placements.		

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
(4) Practicum Supervision Delivery		Yes-5/5	Yes-5/5		• School service and training program priorities may clash.	• Cooperating teachers (practicum supervisor) and student (intern) should develop written contract on objectives
(5) Practicum Coordination Delivery		Yes-5/5				
(6) Evaluation of Intern Performance		Yes-5/5	Yes-5/5	• School-based staff are closest to interns' performance (on-site).	• Practicum supervisors (cooperating teachers) may lose objectivity without outside coordination from central LEA office or university.	• Need both site supervisors and practicum coordinators. • Need reciprocal feedback procedures.
(7) Changes Based on Evaluation of Site, Supervisor, & Coordinator Effectiveness	Yes-5/5			See Part IV: In-service Courses (3) Assumption is that program administration has responsibility for approving any necessary changes.		

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
VI. RECRUITMENT & SELECTION						
(2) Eligibility Decision	Yes-5/5	Yes-5/5	Yes-5/5	• Program serves LEA personnel needs and follows local personnel practices. • Applicants are contracted staff within LEA.		• Applicants must meet criteria for teaching experience (years and quality). • Management staff and personnel department must approve eligibility criteria.
(3) Selection Decisions	Yes-5/5		At least equal representation-5/5	• Program staff desire input into selection decisions.		• Provide for program staff input in decision making.
VII. PROGRAM EVALUATION						
(1) Evaluation Objectives	Yes-5/5					
(2) Evaluation Planning & Development	Yes-5/5					

PROGRAM FUNDING	FUNDING RESPONSIBILITY DURING DEVELOPMENT & MAINTENANCE PHASES*				
	School System	State	Federal	University	Other
(1) Program Direction	3 / 1	2 / 2	1 / x	x / 2	
(2) Management Group (Part-time)	3 / 1	2 / 2	1 / 4	x / 2	
(3) In-Service Instruction (Part-time)	2 / 1	2 / 2	1 / x	1 / 1	
(4) Practicum Coordination (Part-time)	2 / 1	2 / 2	1 / x	1 / 1	
(5) Supplies and Materials	2 / 1	1 / 2	1 / x	3 / 3	
(6) Consultation	2 / 1	1 / 1	1 / 3	1 / 1	
(7) Travel (Local, Out-of-State)	2 / 1	1 / 2	1 / 3	x / x	
(8) Evaluation (Part-time)	x / 1	2 / 2	1 / 3	x / x	
(9) Overhead Costs	1 / 1	x / x	x / x	2 / 2	
(10) Supporting Services (Secretarial)	3 / 1	2 / 2	1 / 3	x / x	
(11) Recruitment and Selection	1 / 1	3 / 3	2 / 2	4 / 4	
(12) Internship Position Support	1 / 1	x / x	x / x	2 / 2	

*In Rank Order. Rankings for Development Phase (i.e., first two years) are shown to the left of the diagonal; rankings for Maintenance Phase (i.e., third year and after) are shown to the right of the diagonal.

Concluding Statement: Rural Work Group

"There are great possibilities for rural applications. We had virtually unanimous agreement as to feasability of the internship program to other settings. Model could be applied and such application is important.

We saw the following points as important:

1. Need for identifying key school district people.
2. Need for a movement from outside money, management, and control to inside.
3. Need for preplanning and long-range planning.
4. Need to develop a flexible partner-type relationship between school system, university, state, and federal agencies.
5. Selection and recruitment of program personnel is critical - requires approval and input of all agencies with LEA being most important. Competence and personality are necessary selection factors.
6. A one-to-one correspondence (i.e., at least 50%) of staff between LEA and other agencies may not be possible initially - the important aspect is movement toward school-based self-management. Staff balance should be viewed as a long-range goal, but one that is essential for maintenance phase.
7. Negotiation, shared responsibility and conflict resolution procedures are critical to program success."

Submitted by: Martha Knight,
University of Vermont
(Recorder)

TABLE 10

Summary of Urban Work Group's Reactions to Critical Items for A Public School-Based Teacher Internship Model

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
I. GOALS AND FOUNDATIONS						
(2) Goals - Matched to School System Priorities	Yes-6/6			• Easy to implement a generalized model.	• Selecting a decision-making body to set priorities. • Consensus with IHE. • Size and organization of urban area.	• Establish a committee with LEA and IHE representation to develop decision-making process • Planning should be long term. • LEA and IHE should share data on a regular basis.
(5) Program Administration (Direction)	Yes-6/6	Yes-6/6	At least equal representation-6/6	• Cooperative working relationship between administration and LEA. • Control is related to hard money source. • LEA may require administration to be housed within school district. • Administration close to classroom.	• Unclear who controls the administration. • Hiring and firing issues are unclear. • Unclear where remainder of funding comes from. • Lack of school space.	• Desirable for school-based location, but not critical.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
(6) Internship Positions	Yes-6/6	Yes-6/6			• Local bargaining agencies (association or union) may require involvement. • Legal implications-liability in the classroom.	• Seek union or association input regarding establishment of positions. • Obtain liability coverage.
II. ORGANIZATION AND MANAGEMENT						
(4) Program Management & Staffing	Yes-6/6	Yes-1/6	At least equal representation-6/6		• Program may not need to be housed on school grounds due to proximity of schools in urban areas.	
(5) Program Objectives	Yes-6/6			- - Desired by all parties - -		
(7) Master's Degree Affiliation	Yes-6/6			• Professional advancement.	• Master's Degree is not critical to the school based program.	

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
III. CURRICULUM						
(1) Competency Objectives	Yes-6/6 (P.Mg.)		At least equal representation-6/6	- - Desired by all parties - -		
(2) Learning Experience & Activities	Yes-6/6 (P.Mg.)	Yes-6/6	At least equal representation-6/6			• Interns are involved in development of alternatives.
(3) Intern Progress Evaluation	Yes-6/6 (P.Mg.)		At least equal representation-6/6			• Interns should evaluate the evaluation instrument.
IV. INSTRUCTION: IN-SERVICE COURSES						
(1) Course Planning and Development	Yes-6/6 (P.Mg.)		At least equal representation-6/6	• LEA staff input always necessary.	• LEA staff needs incentive to participate in development. • Need for IHE approval of course content as developed by LEA. • Need for LEA approval of course content as developed by IHE. • Academic freedom vs. relevant content-Who has ultimate veto power?	• High degree of LEA staff involvement in course development. • Cooperative development of course content with joint input from IHE and LEA.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
(2) Instructional Delivery			At least equal representation-0/6	• The most competent person should instruct.	• Graduate level courses must be taught by instructors with terminal degrees if there is IHE affiliation.	
(3) Evaluation of Intern Performance			At least equal representation-0/6		• Instructors should evaluate performance, and may all be IHE staff.	
(4) Changes Based on Evaluation of Course & Instructor Effectiveness	Yes-6/6			• Action should relate to standards established before instruction begins. (accountability)		
(5) Instructor Selection & Development	Yes-6/6				- - Desired by all parties - -	
V. INSTRUCTION: PRACTICUM						
(1) Practicum Planning & Development	Yes-6/6 (P.Mg.)		At least equal representation-6/6	• LEA needs (specifically, school and intern needs) are pertinent.		

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
(2) Placement Decisions	Yes-6/6				• Some LEA's may arbitrarily assign interns disregarding school and intern needs, strengths, and weaknesses.	• Match strengths and weaknesses of interns and then practicum placements.
(4) Practicum Supervision Delivery		Yes-6/6	Yes-1/6		• Daily objectives need daily evaluations by an outside agent. • Practicum must have constant supervision by someone other than a teacher.	
(5) Practicum Coordination Delivery		Yes-6/6				
(6) Evaluation of Intern Performance		Yes-6/6	Yes-0/6	• Coordinator orients supervision to practicum situation.	• Supervising teacher may have too much power if he/she evaluates the intern. • Supervising teacher shapes behavior of intern, but doesn't evaluate.	• Evaluation should include the coordinator, supervisor, and intern on an equal basis.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
(7) Changes Based on Evaluation of Site, Supervisor & Coordinator Effectiveness	Yes-0/6				• Personality or other biased evaluation may interfere with proper decision making. • IHE is opposed to unilateral approval by LEA.	• Program management group should make the decisions, with equal representation by agencies involved.
VI. RECRUITMENT & SELECTION						
(2) Eligibility Decisions	Yes-0/5	Yes-5/5	Yes-5/5		• IHE is opposed to unilateral approval by LEA.	• A management team should make eligibility decisions, especially if the program grants a degree.
(3) Selection Decisions	Yes-1/5		At least equal representation-5/5	• Selection team gives a list of approved applicants to LEA for final approval.	• Confusion about levels of approval. • IHE is opposed to unilateral approval by LEA.	• Levels of approval: 1. Eligibility determination by team. 2. Selection of candidate by team. 3. Final approval by team.
VII. PROGRAM EVALUATION						
(1) Evaluation Objectives	Yes-5/5			- - Desired by all parties - -		
(2) Evaluation, Planning, & Development	Yes-5/5			- - Desired by all parties - -		

PROGRAM FUNDING	FUNDING RESPONSIBILITY DURING DEVELOPMENT & MAINTENANCE PHASES *									
	School System		State		Federal		University		Other	
(1) Program Direction	2	1	1	2	x	x	3	3		
(2) Management Group (Part-time)	3	1	1	x	2	x	4	x	5	x
(3) In-Service Instruction (Part-time)	4	1.5	3	x	1.5	x	1.5	1.5		
(4) Practicum Coordination (Part-time)	4	1.5	3	x	1.5	x	1.5	1.5		
(5) Supplies and Materials	3	1	2	x	1	x	x	x		
(6) Consultation	x	1.5	x	x	1.5	x	1.5	1.5	x	
(7) Travel (Local, Out-of-State)	3	1	2	x	1	x	4	x	x	2
(8) Evaluation (Part-time)	4	1.5	2	x	1	x	3	1.5		3
(9) Overhead Costs	1	1	x	x	x	x	x	x		
(10) Supporting Services (Secretarial)	3	1	2	x	1	x	4	2	3	3
(11) Recruitment and Selection	1	1	x	x	x	x	2	2	3	3
(12) Internship Position Support	4	1	2	3	1	x	3	4	5	2

* In Rank Order. Rankings for Development Phase (i.e., first two years) are shown to the left of the diagonal; rankings for Maintenance Phase (i.e., third year and after) are shown to the right of the diagonal.

Concluding Statement: Urban Work Group

"The urban group was unanimous in their praise of the model in general and the program from which it came. Regarding the task, they expressed a desire for further clarification of terms and felt there may be other decisions (not indicated on the model) to be made at the LEA level.

The urban work group also indicated that further attention should be given to the following issues:

(a) What is the composition of the management group referred to so often?
(b) What is the role of the bargaining agency (association or union) in the program?
(c) What involvement will other resource agencies have in the program? Suggest a consortium of involved agencies.
(d) What is the relationship of approval to funding sources?

Some additional issues characteristic of urban settings were also identified.

There may be multiple school districts within one urban area. As a result, a cooperative effort serving several districts could be an alternative model. Conceivably, the school districts could pool resources (materials, funds, personnel, etc.) to support a mutual school-based teacher internship program.

Other issues raised were the more ubiquitous issues of politics, bureaucracy, and legal considerations."

Submitted by: C. Michael Nelson,
University of Kentucky
(Chairperson)

TABLE 11

Summary of Suburban Work Group's Reactions to Critical Items for A Public School-Based Teacher Internship Model

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
I. GOALS AND FOUNDATIONS						
(2) Goals: Matched to school system priorities	Yes-6/6					• Consider common goals for several school districts. • Overcome any opposing priorities.
(5) Program Administration (Direction)	Yes-6/6	Yes-6/6	At least equal representation-4/6	• LEA has real power to implement	• Unwillingness of IHES to relinquish power. • Number of trained teacher educators in LEA. • Agreement.	• Agreement of IHE and LEA on criteria for trainers, and time frame for program • Train additional trainers to insure continuity of instruction.
(6) Internship Positions	Yes-1/5	Yes-6/6			• Location of available students • LEA may not have appropriate training model. • IHE requirements may conflict with school priorities.	• LEA-IHE jointly develop plan. • Some states require that approval of internships be made by agency other than LEA.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
II. ORGANIZATION & MANAGEMENT						
(4) Program Management (P.Mg.) & Staffing	Yes-6/6	Yes-6/6	At least equal representation-5/6			
(5) Program Objectives	Yes-5/6					
(7) Master's Degree Affiliation	Yes-5/6			• Optional M.A. desired by LEA. • Competency basis is favored by LEA.	• State requirements may dictate IHE affiliation.	
III. CURRICULUM						
(1) Competency Objectives	Yes (P.Mg) - 6/6		At least equal representation-6/6			
(2) Learning Experiences & Activities	Yes (P.Mg) - 6/6	Yes (practicum)-6/6	At least equal representation-6/6			• Prioritize practicum experience in training model.
(5) Intern Progress Evaluation	Yes (P.Mg) - 6/6		At least equal representation-6/6			

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
IV. INSTRUCTION: IN-SERVICE COURSES						
(1) Course Planning & Development	Yes (P.Mg) - 6/6		At least equal representation-5/6	• Insures responsiveness to local priorities. • Increases commitment to program.	• LEA and IHE may disagree on necessary content for courses.	• IHE personnel must spend time in school system; LEA staff should become aware of IHE.
(2) Instructional Delivery			At least equal representation-5/6		• Sufficient expertise may not be available to LEA.	
(3) Evaluation of Intern Performance			At least equal representation-4/5		• Same as in IV (2).	• Recommend Program Management staff review course performance of interns.
(4) Changes Based on Evaluation of Course & Instructor Effectiveness	Yes-5/6			Decisions should be shared between LEA and IHE, and be consistent with prior approval of IV, In-Service Courses, Items (1), (2), (3).		
(5) Instructor Selection & Development	Yes-5/6			• 94-142 emphasizes in-service training.	• IHE and LEA may not make commitments to in-service trainer development.	• IHEs help develop LEA staff, and share approval of new trainers.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
V. INSTRUCTION: PRACTICUM						
(1) Practicum Planning & Development	Yes (P.Mg) -6/6		At least equal representation-6/6			
(2) Placement Decision	Yes-6/6		Recommend Yes-6/6			• Recommend LEA staff for placement decisions
(4) Practicum Supervision Delivery	Recommend Yes-6/6	Yes-6/6	Yes-6/6			• Recommend LEA approval of practicum supervisors.
(5) Practicum Coordination Delivery		Yes-6/6				• Approval and staff should be shared between LEA and IHE.
(6) Evaluation of Intern Performance		Yes-5/5	Yes-5/5			
(7) Changes Based on Evaluation Of Site, Supervisor, & Coordinator Effectiveness	Yes-5/5					• Recommend that Program Management staff have input to changes.

Component and Sub-Component	Feasibility/Desirability of School-Based Elements			Potential for Application		
	Approval	Location	Staff	Driving Forces	Restraining Forces	Action Steps
VI. RECRUITMENT & SELECTION						
(2) Eligibility Decision	Yes-4/5	Yes-4/5	Yes-4/5	• Criteria for eligibility can be agreed upon by all parties.		• Program should be for those seeking master's and certification.
(3) Selection Decisions	Yes-5/5		At least equal representation-5/5			• Approval should be shared with IHE.
VII. PROGRAM EVALUATION						
(1) Evaluation Objectives	Yes-4/5					
(2) Evaluation Planning & Development	Yes-5/5					• Approval should be shared with IHE.

PROGRAM FUNDING	FUNDING RESPONSIBILITY DURING DEVELOPMENT & MAINTENANCE PHASES*				
	School System	State	Federal	University	Other
(1) Program Direction	1 / 1	2 / 2	x / x	1 / 1	
(2) Management Group (Part-time)	1 / 1	2 / 2	2 / 2	1 / 1	
(3) In-Service Instruction (Part-time)	1 / 1	2 / 2	x / x	1 / 1	
(4) Practicum Coordination (Part-time)	1 / 1	x / x	x / x	2 / 3	
(5) Supplies and Materials	1 / 1	x / x	x / x	1 / 1	
(6) Consultation	2 / 2	x / x	x / x	1 / 1	
(7) Travel (Local, Out-of-State)	1 / 1	x / x	x / x	1 / 1	
(8) Evaluation (Part-time)	1 / 1	x / x	x / x	1 / 1	
(9) Overhead Costs	1 / 1	x / x	x / x	2 / 2	
(10) Supporting Services (Secretarial)	1 / 1	x / x	x / x	1 / 1	
(11) Recruitment and Selection	1 / 1	x / x	x / x	1 / 1	
(12) Internship Position Support	1 / 1	2 / 2	2 / 2	1 / 1	2 / 2

*In Rank Order. Rankings for Development Phase (i.e., first two years) are shown to the left of the diagonal; rankings for Maintenance Phase (i.e., third year and after) are shown to the right of the diagonal.

Concluding Statement: Suburban Work Group

"Our group would like to express congratulations to Montgomery County Public Schools for its commitment in supporting a first-rate training program. We see the Mark Twain Internship as an excellent model for others around the country.

We felt that application to other suburban areas would be enhanced by:

1. Providing for the influence of Teacher's Association or Unions, etc. upon the selection of interns, and utilization of staff for training purposes.

2. Allowing for involvement/utilization of several school districts in a suburban area.

3. Broadening the base of training from simply in-school district positions to private schools, multi-districts, etc.

4. Encouraging alternative approaches, within the model, to formal outcomes such as certification, credentials, master's degree.

5. Montgomery County's dissemination of the training model to others, both within and out-of-state."

Submitted by: Lyndal Bullock,
University of Oklahoma
(Chairperson)

Part 2. Conference Results

Conference Results

This section summarizes the results of rural, suburban, and urban work group reactions to the feasibility and desirability of the school-based elements specified for the public school-based internship model.

Goals and Foundations

Goals (Matched to School System Priorities)

All three work groups concurred that the school system must approve the goals of the training program. Action steps suggested to assure positive application to other settings include: (1) form a committee of LEA, SEA, and IHE representatives to plan for needs assessment and prepare priority goals, (2) document importance of program goals and inform the Board of Education, (3) determine long-term goals, (4) share data regarding personnal preparation needs, and, (5) consider setting common goals for several school districts.

Program Administration (Direction)

Rural, suburban, and urban work groups unanimously agreed that program direction should be located within and approved by the school system. The majority of each group also supported the concept of "at least equal representation" (funding) for administration by the school system. The suburban group noted the importance of establishing agreement between LEA and IHE on the criteria for selecting trainers. The urban group felt that, while it was desirable to have school-based location, this was not critical.

Internship Positions

The three work groups unanimously endorsed locating internship positions within the school system. Rural and urban groups strongly agreed that internship positions must be established with the approval of the school system. The suburban group felt that such approval was not essential, noting that some states require that approval be granted by an agency other than the LEA. Suggested action steps were: (1) LEA and IHE jointly develop the plan for internships, (2) seek input from the local professional association, and, (3) develop plans for internship location, placement, and selection prior to instituting the program.

Organization and Management

Program Management and Staffing

All three groups fully supported approval of program management and staffing by the school system. A majority of each work group also agreed that internship program staff should have school system representation at least equal to that of any other agency. Both rural and suburban groups felt that program management should occur within the school system, whereas the urban group did not see this as necessary. The rural group emphasized that breadth of skills and knowledge be sought in forming the management group.

Program Objectives

Nearly unanimous agreement was expressed by the three work groups regarding the need for school system approval of program objectives. The rural group stressed the importance of establishing mutual objectives, based on input from cooperating agencies.

Master's Degree Affiliation

All work groups concurred that the LEA must approve any Master's degree affiliation with IHEs. The suburban group noted that state requirements may mandate such an affiliation, while the rural group stressed the importance of negotiating terms which were mutually acceptable to LEA and IHE. The urban group did not feel that a Master's degree affiliation was critical for a school-based internship program.

Curriculum

Competency Objectives

All three groups unanimously agreed that the LEA must approve the competency objectives for interns. Strong support was voiced for having at least equal school system staff representation in establishing competency objectives. However, the rural group indicated that equal representation "need not be adhered to in the beginning development stage, and should not be a precondition for program development and implementation."

Learning Experiences and Activities

Rural, suburban, and urban groups were unanimous in their agreement that learning experiences and activities be approved, located, and determined with at least equal representation by the LEA. It was suggested that practicum experiences be prioritized and that interns be involved in developing learning alternatives.

Intern Progress Evaluation

The three work groups unanimously endorsed having school system approval of the methods for intern progress evaluation. In addition, there was total agreement that LEA staff be equally represented in evaluating intern progress. The urban group recommended that interns be provided an opportunity to critique the evaluation procedures.

Instruction: In-Service Courses

Course Planning and Development

It was unanimously agreed that the LEA should approve plans for in-service courses relating to the internship program. All three work groups also gave strong support to having at least equal representation of school system staff in planning and developing these courses. Suggested action steps included: (1) having IHE personnel spend time working in the school system, (2) promoting LEA awareness of IHE strengths, and, (3) assuring joint input from IHE and LEA in cooperatively developing course content. The rural group stipulated that while planning should involve at least equal representation by LEA personnel, delivery of instruction need not for all courses.

Instructional Delivery

Rural and suburban groups strongly agreed that school system personnel have equal representation in teaching the in-service courses. The urban group, however, rejected the concept of equal representation in course delivery advocating that "the most competent persons should instruct," and noting that in affiliated programs the IHE may require that courses be taught by instructors with terminal degress. Rural and suburban groups recognized that sufficient expertise may not be available within the LEA, and recommended planning for the gradual development of in-service trainers or instructors.

Evaluation of Intern Performance

Rural and suburban groups agreed that LEA staff should have equal representation in evaluation of intern performance. Again, the urban group did not approve the requirement for equal representation, stating that "instructors should evaluate performance, and may all be IHE staff." As in the case of instructional delivery, rural and suburban work groups recommended development of LEA resources. In addition, the suburban group advised that intern course performance be reviewed by the program management staff, following evaluation by course instructors.

Changes Based on Evaluation of Course and Instructor Effectiveness

All three work groups supported school system approval of any decisions for change based on evaluation of course and instructor effectiveness. Suggested action steps included: (1) establishing mutually agreeable procedures for data collection, instructor conferencing, and course review and revision, and, (2) involving IHE and LEA staff in developing recommendations for change based on evaluation data.

Instructor Selection and Development

Rural, suburban, and urban work groups strongly agreed that decisions regarding the selection and development of instructors be approved by the school system. The suburban group suggested that IHEs help in developing LEA staff, as well as share authority to approve the selection of new trainers.

Instruction: Practicum

Practicum Planning and Development

The three work groups were unanimous in their agreement that plans for practicum placements be developed with equal representation by LEA personnel, and approved by the school system.

Placement Decisions

All groups unanimously endorsed school system authority to approve practicum placement decisions. In addition, the suburban group recommended that placement decisions be made by LEA staff. The urban group gave emphasis to matching strengths and weaknesses of interns to placement settings.

Practicum Supervision Delivery

There was total agreement that practicum supervision must occur within the school system. Rural and suburban groups strongly supported the use of LEA staff to provide practicum supervision. The urban group dissented, however, feeling that practicum work needs supervision and evaluation by someone outside the immediate situation, e.g., an IHE supervisor. The suburban group recommended that the LEA have authority to approve practicum supervisors.

Practicum Coordination Delivery

Rural, suburban, and urban work groups fully concurred that practicum coordination must be located within the school system. The suburban group suggested that approval and designation of staff for coordination should be shared between LEA and IHE.

Evaluation of Intern Performance

All three groups unanimously agreed that intern practicum performance should be evaluated on site. Rural and suburban groups strongly favored use of LEA staff for evaluation of intern performance. However, the urban group sharply disagreed, noting that the "supervising teacher may have too much power if he/she evaluates the intern." The urban group recommended that practicum evaluation be based on equal input from intern, supervisor, and coordinator. As the school-based internship model exists now, evaluation is primarily the responsibility of the site supervisor, and is facilitated by the coordinator (who presents data but does not formally rate performance). The rural group also supported the idea of a formal evaluative function for the practicum coordinator.

Changes Based on Evaluation of Site, Supervisor, and Coordinator Effectiveness

Rural and suburban work groups endorsed school system approval of practicum-related changes resulting from evaluation data. The urban group felt strongly that changes in practicum arrangements required joint approval by LEA and IHE. Thus, the urban group preferred not to support the school-based approval requirement, even though such a requirement was defined as "necessary but not sufficient for action." Instead, the urban group recommended that decisions effecting practicum changes be made by the program management groups "with equal representation by the agencies involved." The suburban group advised that the program management group have input to changes, but did not stipulate that it have decision authority.

Recruitment and Selection

Eligibility Decisions

Rural, suburban, and urban work groups strongly supported school system determination of intern eligibility within the school system and by LEA staff. The urban group, however, did not endorse the school system approval requirement, registering the belief that decisions on eligibility must be the responsibility of the management team, "especially if the program grants a degree." Other suggestions for action steps included: (1) applicants must meet set criteria for teaching experience (both years and quality), (2) eligibility criteria must be approved by program management staff and the LEA personnel department, and, (3) priority be given to those seeking special education certification and master's degree.

Selection Decisions

The three work groups unanimously agreed that the LEA must have equal representation in recommending internship selection decisions. The urban group did not support the requirement for school system approval of selection decisions, stipulating that the program management group should have approval authority for eligibility and selection decisions. The suburban group also recommended that selection decisions be shared with the IHE. The rural group suggested that the program management staff have input into selection decisions.

Program Evaluation

Evaluation Objectives

All three groups strongly and unqualifiedly supported school system approval of evaluation objectives.

Evaluation Planning and Development

Rural, suburban, and urban groups unanimously endorsed LEA approval of plans for program evaluation. The suburban group recommended that "approval should be shared with IHEs."

Program Funding

Development Phase (first two years)

The rural group felt that initial funding of program direction and management costs should primarily derive from federal sources. The suburban group saw these costs as largely supported by the university and school system, while the urban group perceived the state department as primarily responsible.

Costs for in-service instruction and practicum coordination were seen as mostly a federal and university responsibility by rural and urban groups. The suburban group indicated that primary funding for in-service instruction should be shared between LEA and IHE, with the LEA providing the heaviest funding for practicum coordination.

The rural group believed that state and federal agencies should provide the major funding for program supplies and materials, and travel. The urban group felt that these items should be supported mostly from federal sources, while the suburban group saw the school system and university as sharing primary responsibility.

Consultation was viewed by the rural group as a shared expense from state, federal, and university sources. The suburban group felt that the IHE was largely responsible for this item.

Evaluation and supporting services costs were felt to be primarily a federal responsibility by rural and urban work groups. The suburban group thought that these items should be supported mostly from school system and university funds.

The rural group indicated that costs for overhead, recruitment and selection, and internship positions should mostly be borne by the LEA. The urban group concurred with this view for overhead and recruitment and selection. However, the urban group saw internship position support as primarily a federal responsibility. The suburban group felt that the LEA ought to be responsible for overhead costs, but that LEA and IHE should share the primary burden for recruitment and selection, and internship position support.

Maintenance Phase (third year and after)

The rural and urban groups believed that program direction and management costs should primarily become the school system's responsibility, while the suburban group saw the university as contributing equally.

Rural, suburban, and urban groups indicated that costs for in-service instruction should be a major responsibility of the LEA and IHE. Rural and urban groups felt that practicum coordination funding should also be shared between LEA and IHE, while the suburban group saw this responsibility as belonging primarily to the school system.

Costs for supplies and materials, and travel were seen by rural and urban groups as primarily the responsiblity of the school system. The suburban group felt that these costs should be shared between LEA and IHE.

Consultation costs were viewed by the suburban group as the responsibility of the university. The urban group thought they should be shared by the university and school system, with the rural group adding the state as a primary funding source.

Rural and urban groups considered the school system to be primarily responsible for supporting services costs, while the suburban group felt that the university should share this responsibility. Evaluation costs were seen by suburban and urban groups as requiring school system and university support, whereas the rural group attributed this component to largely to the school system.

Costs for overhead, recruitment and selection, and internship positions were seen by rural and urban groups as primarily a school system responsibility. The suburban group felt that overhead costs were mainly an LEA responsibility, but that recruitment and selection and internship positions should be shared between LEA and IHE.

Part 3. Conclusions Regarding Application of the Public School-Based Model to Other Settings

Conclusions Regarding Application of the Public School-Based Model to Other Settings

Table 12 summarizes the specifications which were proposed to conference participants as critical for a public school-based internship model. The table contains forty specifications, covering 24 different program variables. During the two-day conference, participants thoroughly discussed each of these forty specifications in terms of their feasibility and desirability for application to rural, suburban, and urban settings.

1. Rural, suburban, and urban work groups strongly supported 31 of the forty specifications for a public school-based internship model. Table 13 presents the 31 specifications that were endorsed as feasible and desirable for applying the model.

2. For the nine specifications which were not totally endorsed by the three work groups, objections were clearly defined and alternatives formulated. Table 14 summarizes work group discrepancies from the proposed critical specifications.

3. Funding patterns for the program development phase varied considerable between the three work groups (see Table 15). Federal, state, university, and school system sources were seen as quite appropriate for most program components. All work groups agreed that the LEA responsibility for funding would have to increase significantly during the program maintenance phase. State and federal sources were viewed as less appropriate, with funding responsibility ascribed mostly to the school system or shared between the IHE and LEA. (see Table 16).

In summary, it seems clear that conference participants perceived the public school-based model here defined as generally applicable to rural, suburban, and urban settings. The suggestions and modifications presented in this section as a result of conference deliberations should greatly enhance the prospects for implementation of the model in other situations.

TABLE 12

Proposed Critical Specifications for a Public School-Based Model

Program Component	Number Specifications	School-Based Element
		REQUIRES school system(s)
I. GOALS AND FOUNDATIONS		
(2) Goals	1	Approval
(5) Program Administration (Direction)	3	Approval/Location/= Repre.
(6) Internship Positions	2	Approval/Location
II. ORGANIZATION AND MANAGEMENT		
(4) Program Management & Staffing	3	Approval/Location/= Repre.
(5) Program Objectives	1	Approval
(7) Master's Degree Affiliation	1	Approval
III. CURRICULUM		
(1) Competency Objectives	2	Approval/= Representation
(2) Learning Experiences & Activ.	3	Approval/Location/= Repre.
(3) Intern Progress Evaluation	2	Approval/= Representation
IV. INSTRUCTION: COURSES		
(1) Course Planning & Development	2	Approval/= Representation
(2) Instructional Delivery	1	= Representation
(3) Evaluation of Intern Perform.	1	= Representation
(4) Changes Based on Evaluation	1	Approval
(5) Instructor Selection & Develop.	1	Approval
V. INSTRUCTION: PRACTICUM		
(1) Practicum Planning & Development	2	Approval/= Representation
(2) Placement Decisions	1	Approval
(4) Practicum Supervision Delivery	2	Location/Staff
(5) Practicum Coordination Delivery	1	Location
(6) Evaluation of Intern Perform.	2	Location/Staff
(7) Changes Based on Evaluation	1	Approval
VI. RECRUITMENT & SELECTION		
(2) Eligibility Decisions	3	Approval/Location/= Repre.
(3) Selection Decisions	2	Approval/= Representation
VII. PROGRAM EVALUATION		
(1) Evaluation Objectives	1	Approval
(2) Evaluation Planning & Develop.	1	Approval
TOTAL NUMBER	40	

TABLE 13

Public School-Based Model Specifications Deemed Feasible and Desirable by All Conference Work Groups

Program Component	School-Based Element
	REQUIRES school system(s)
I. GOALS AND FOUNDATIONS	
(2) Goals	Approval
(5) Program Administration (Direction)	Approval/Location/= Staff Represent
(6) Internship Positions	Location
II. ORGANIZATION AND MANAGEMENT	
(4) Program Management and Staffing	Approval/= Staff Representation
(5) Program Objectives	Approval
(7) Master's Degree Affiliation	Approval
III. CURRICULUM	
(1) Competency Objectives	Approval/= Staff Represent. (Maint)
(2) Learning Experiences and Activities	Approval/Location/= Staff Represent
(3) Intern Progress Evaluation	Approval/= Staff Representation
IV. INSTRUCTION: IN-SERVICE COURSES	
(1) Course Planning and Development	Approval/= Staff Representation
(4) Changes Based on Evaluation of Course and Instructor Effectiveness	Approval
(5) Instructor Selection and Development	Approval
V. INSTRUCTION: PRACTICUM	
(1) Practicum Planning and Development	Approval/= Staff Representation
(2) Placement Decisions	Approval
(4) Practicum Supervision Delivery	Location
(5) Practicum Coordination Delivery	Location
(6) Evaluation of Intern Performance	Location
VI. RECRUITMENT AND SELECTION	
(2) Eligibility Decisions	Location/Staff
(3) Selection Decisions	= Staff Representation
VII. PROGRAM EVALUATION	
(1) Evaluation Objectives	Approval
(2) Evaluation Planning and Development	Approval

TABLE 14

Work Group Discrepancies From Proposed Critical Specifications for a Public School-Based Model

Program Component	Discrepancy: Source and Reason
I.(6) Internship Positions	Not Approval: Suburban group felt was not essential.
II.(4) Program Management & Staffing	Not Location: Urban group felt was not essential.
IV.(2) Instructional Delivery	Not Equal Representation: Urban group advocated most competent instructors
IV.(3) Evaluation of Performance	Not Equal Representation: Urban group advocated evaluation by most competent instructors.
V.(4) Practicum Supervision	Not School System Staff: Urban group advocated supervision by outside expert.
V.(6) Evaluation of Performance	Not School System Staff: Rural and urban groups recommended evaluative role for coordinator, who may be outside expert.
V.(7) Changes Based on Practicum Evaluation	Not Approval: Urban group stipulated decision-making by program management team, with equal representation by agencies involved.
VI.(2) Eligibility Decisions	Not Approval: Same as V.(7).
VI.(3) Selection Decisions	Not Approval: Suburban and urban groups recommended joint authority of LEA and IHE representation.

TABLE 15

Primary Funding Responsibility During Development Phase as Perceived by Conference Work Groups

Program Components	Work Groups		
	Rural	Suburban	Urban
Program Direction; Program Management	USOE	IHE/LEA	SEA
In-Service Instruction: Practicum Coordination	USOE/IHE	IHE/LEA Instruction LEA Coordination	USOE/IHE
Supplies and Materials; Travel	SEA/USOE	IHE/LEA	USOE
Consultation	SEA/USOE/IHE	IHE	x
Evaluation; Supporting Services	USOE	IHE/LEA	USOE
Overhead; Recruitment & Selection; Internship Positions	LEA	LEA-Overhead IHE/LEA-Recruitment, Selection, & Positions	LEA-Overhead, Recruitment, & Selection USOE-Positions

CODE:
USOE- United States Office of Education (federal)
IHE - Institution of Higher Education (university)
SEA - State Education Agency (state)
LEA - Local Education Agency (school system)

TABLE 16

Primary Funding Responsibility During Maintenance Phase as Perceived by Conference Work Groups

Program Components	Work Groups		
	Rural	Suburban	Urban
Program Direction; Program Management	LEA	IHE/LEA	LEA
In-service Instruction; Practicum Evaluation	IHE/LEA	IHE/LEA Instruction; Coordination LEA	
Supplies & Materials; Travel	LEA	IHE/LEA	LEA
Consultation	IHE/LEA/SEA	IHE	IHE/LEA
Evaluation; Supporting Services	LEA	IHE/LEA	LEA Supporting Services; IHE/LEA - Evaluation
Overhead; Recruitment & Selection; Internship Positions	LEA	LEA Overhead; Recruitment Selections Positions	LEA

CODE:
USOE - United States Office of Education (federal)
IHE - Institute of Higher Education (university)
SEA - State Education Agency (state)
LEA - Local Education Agency (school system)